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SEPTEMBER AGAIN

Yes, even now your pupils, old and new, are greeting you, and your JOURNAL adds its best wishes for a happy, fruitful year. A school is a co-operative enterprise. It requires co-operation of teachers, parents, and pupils. Likewise, your JOURNAL requires co-operation — from teachers, principals, pastors, editors, publishers, advertisers, and busy educational leaders.

THE CHALLENGE

During the past school year we have told you much about the plans and activities of the National Catholic Educational Association — your association. The 45th convention of the N.C.E.A. will be held, next Easter week, in San Francisco. The general theme will be: Catholic Education — a Challenge to Collectivism. And that, precisely, is the theme of "The Challenge to Christian Civilization," the opening article in this issue of our JOURNAL, by its editor.

YOUR BUILDINGS

Last year, while hundreds of school buildings were being planned, no doubt the planners were discussing the timely articles in your JOURNAL dealing with the planning and maintenance of buildings. We have some more of these articles, and we hope also to have the specific plans of several buildings.

YOUR SUPPLIES

Look over the many advertisements of up-to-date supplies and equipment and books in this and following issues of your JOURNAL. Here is your ideal shopping district. If you want us to help you get further information about any of these products, use the inquiry blank on page 75A.

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The Challenge to Christian Civilization

*Edward A. Fitzpatrick, Ph.D. **

A Problem and a Challenge

THE socially conscious Catholic graduate must be concerned with the major intellectual and moral problems of the age or its major intellectual and moral challenge. In a commencement address some description and evaluation of that problem is necessary, and some method of meeting it must be suggested. In the confused and contrary currents of contemporary life the main problem is Communism, and the main challenge is Russia, the self-styled "center of world revolution." Communism is not necessarily associated with Russia, but in the present world situation it is. Russia is, as the Third Communist International says, the "international driving force of the proletarian revolution that impels the proletariat of all countries to seize power." What seems on the surface to be involved is merely an economic revolution or even a social or political revolution, but what is really involved is a moral, spiritual, and religious revolution — a new world — the one world of Communism.

Russia and Communism

In a free world the interchange and exchange of ideas, even revolutionary ideas, in all fields would not be of such tragic concern to men unless there were in back of these ideas not reason but brute force — the force of the most ruthless and powerful nation in the world at the present time, ready by every subterfuge, device, and technique to use legal and illegal means in every country to make over the world in its evil design, but the preliminary and decisive skirmishes or battles must be won in the area of ideology — and that is the opportunity of the educated man. The nation we call Russia should be more properly referred to as the Union of Soviet Socialist Republics. It is a great Eurasian empire covering almost nine million square miles

called in geopolitics, the heartland, with more than two hundred million people, primarily Slavs, with almost inexhaustible resources in the tundra, in the forests, and in the steppes. These people are an amazingly gifted people in art, in literature, in music, in science, and even in technology, and fundamentally a religious people.

A free Russia would be a good neighbor and contribute much to the well-being and welfare of the world, but unfortunately the Union of Soviet Socialist Republics is at the moment the embodiment of every evil force loose in the world — atheism, imperialism, materialism, and exaggerated nationalism, in spite of its international program to include worldwide political and economic revolution.

We saw in Germany how uncertain and how unstable is political power, particularly in a highly centralized government. We saw what could be done by a technique of refined usurpation by a group of gangsters like Hitler, Goehring, and Goebbels in misdirecting the energies of the people. This is very much the situation in Russia today. It is dominated by a group of doctrinaire communists who have control of the political organs of the state. The dominant ideology of this ruling group is destructive of all human values and of democratic processes. This politically immature nation, passing from an agrarianism to a forced industrialization in a short period of time, is the victim of what we saw in Germany — the four horsemen of the Apocalypse getting ready to put out the lights of reason and good will on the highways of the world in order to let its plundering bands loose in the interest of a predatory imperialism seeking world dominion. Its agents are now operating both openly and subversively in the victim nations, i.e., the rest of the world. That the Soviet leadership is more subtle, more practical, more cunning, and less impatient in promoting its program of expropriation and dominion, makes it even more dangerous than the Hitler regime.

We have seen on the world stage in the

meeting of the foreign ministers of the great powers, the effrontery, the insolence, the contumacy of the Soviet's representative in their stalling maneuvers, with their self-contradiction, their false accusations, and their delaying counter proposals. They are willing, as General Marshall says, to let the patient — Europe or Germany, the world or Christian civilization, as you choose to put it — die while the doctors consult. The Russian delay tactics are, as Generalissimo Stalin says, merely reconnaissance expeditions as a basis of compromise, or the tactics of exhaustion and attrition hoping for concessions out of hopelessness. But meanwhile the world drifts more and more into confusion, uncertainty, starvation, conflict — which is the seedbed of world revolution. It is the Soviet's gain either way.

Freedom to Destroy

Things are in the saddle, said Emerson, and the progressive deterioration of our society before our very eyes is the evolving result. It has been going on for four centuries but with greater momentum in the last century.

The machine has extended its range, its cunning, and its automatism and has produced the amazing comforts and conveniences which we know and enjoy, and praise highly for what they are not — intellectual, moral, or spiritual gains. The sociologists were deceived and so were the educators. The sociologists rationalized these gains of industrialism, into the now bankrupt theory of inevitable progress. It remains a casualty of man's reason as a part of the sociological mythology of the later nineteenth and earlier twentieth century. Our science has gone forward with leaps and bounds in its discoveries of the innermost forces and energies of matter of the universe revealing on the one hand God's amazing designs, and on the other, man's incapacity — to use these discovered forces and energies for benevolence rather than for destruction, for civilization rather than for barbarism, for

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life rather than for death, for peace among the nations of the world rather than as a means of world destruction.

In a free world, freedom of speech and freedom of thought are possible and desirable — they help make a free world, a necessary condition of a dynamic civilization aiming at a fuller, richer life. But in the world in which we live we have the loaded dice of perverted propaganda and organization, and the manipulators cry loudly for freedom in order to destroy the very freedom they invoke. It is pleasant to quote and to be elevated in spirit as we hear such lines as Bryant's quoted:

Truth crushed to earth shall rise again;
Th' eternal years of God are her's;
But Error, wounded writhes in pain
And dies among his worshippers.

Admirable as is the sentiment such statements are likely to be narcotic. In World War II we came too dangerously near seeing every genuinely human value of our civilization lost in the barbarism of what was probably the most schooled nation of the world. In the infancy of barbarism and the perversion of government there will have been no blacker crime against civilization than Osewin, Buchenwald, Dachau, and Lidice.

In every country Communists with the loaded dice of infiltration and propaganda are destroying the very things they claim they aspire to achieve by their use as shibboleth of the great moving terms of modern life, humanity, liberty, freedom and democracy, by their amazingly efficient techniques as well as by their cunning and ruthlessness. Only as things happen and are thus past correction will the dupes know that they have been duped and will there stand revealed the duplicity of their leaders and guides now convulsed in mocking laughter at the success of their deceit and their hypocrisy. How carefully planned, how adroitly managed, how simple the first steps of the process of betrayal are is spelled out in all the planned cunning of the Soviet spy ring in Ottawa, Canada, so well documented through the heroism and intelligence of the code clerk Igor Gouzenko. It is no wonder that governments in self-protection are outlawing communist parties and forbidding the employment of communists as public employees, though as political typhoid Marys they are loose in the community.

Regeneration Needed

The fundamental difficulty has come about in modern society in a major degree by the central place which economics, including technology, has taken in our thinking and in our lives. The older agricultural economy with its dispersed population, its individualism, its relatively simple life, laissez faire, and a state aiming principally at order was adequate. An overall moral and spiritual order was accepted or acquiesced in and was central in the social



— Karmen-Winger Studios

Portrait Bust of St. Dominic at Dominican House of Studies, Oak Park, Ill.

order — sometimes unconsciously using the spiritual capital of the past.

With the political revolutions of the late eighteenth century and the Industrial Revolution, the relation of a moral and spiritual order and the economic and social order began to change and a sharp line of separation — even of divorce resulted. This was the accentuation of forces that had been gathering momentum for four centuries. It was further intensified by the World Wars in the twentieth century. Now they have reached the period of explosive confusion and disintegration. Depressions, strikes, and wars were the unexpected fulfillment of rosy dreams of the days of liberalism. The whole problem of civilization has to be faced, no mere patchwork will do to meet the fragmentations of man's life and, what has been aptly called by Toynbee, "an internal schism of the soul."

The menace of atheistic communism engineered by the cunning plotting of the Third International as the agent of the new Soviet Russia with its enormous world prestige and extraordinary military power is great. This is so, not because of the wisdom or insight of their ideology, nor because of their pretense of service to humanity, nor because of their program for the dictatorship of the proletariat as the most decisive and revolutionary form of the class struggle. It is because of the confusion of the economic order, the creation of the bogies of capitalism, as well as the admitted evils of an exploiting capitalism, the promotion of the class struggle as against co-operation, that the contemporary situation is such a fertile seed ground for the diabolic designs of the communistic leadership.

Social change or economic change in itself is not an evil, it may be the necessary release from old oppressions, exploitations, or limitations. We the beneficiaries of the American Revolution cannot regard revolu-

tion as an evil or taboo, particularly as we assert in the Declaration of Independence: We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are life, liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

We need the reassertion of the universality of the moral law — the law of God — over all the affairs of men, particularly the economic affairs. We need to unify man's outlook on life; individual life, social life, and the life of nations.

We need today a revolution in our values, our purposes, and our meanings. We need a reassertion of the spiritual nature of man, the achievements of new personality, a fresh view of life. We need moral and spiritual revolution renouncing our materialism, our racialisms, and man's inhumanity to man. We need spiritual renewal and spiritual renovation.

Blind Leaders

One of the strange things that develops in a crisis is what has been called the betrayal of the intellectuals — *La Trahison des Clercs*. The manifesto of the German intellectuals in World War I is an illustration of this. How readily the body of professors of the great German universities — with notable exceptions — succumbed to the blandishments — and ultimately terror — of the Nazis is another illustration. Still another illustration is the success of the communists among university teachers as shown notably in the Canadian spy ring and too frequently on our college campuses. These are all illustrations of what is meant by the betrayal of the intellectuals. This is the group from whom we should expect the most ready perception of the errors and wiles, deceptions and hypocrisies of the pseudo science, pseudo history, ersatz philosophy and religion of those who would undermine civilization, but instead we find, as a matter of fact, they are the most gullible promoters. The intellectual Minute Men of our social destiny fail us. It is, therefore, of special interest that college people properly trained should play their part in the defense and development of their country and their civilization. Reason is not enough, without discipline, without responsibility, without character.

Decentralize Government

There are some things in the present situation that we might very well look to the college graduate who has been properly trained to defend. There is one very obvious tendency in government that fur-

nishes a ready means for betrayal and usurpation and a dubious paternalism. It is the increasing power of its central government, its widening scope, its remoteness from effective popular control, its intoxication of power, and its means of control through subsidization, and the development of the executive branch at the expense of the legislative. It would seem the part of wisdom in a democratic government that the situs of political power should be as near to people as possible—the more remote it is the more easily possible it is of manipulation and the more complete is the control once subversive agencies take over. The simple wisdom of the maxim, do not put all your eggs in one basket, is good political practice. This is still the basis of our educational organization. It has been the pride of America that its education was primarily a state function, but a state function largely delegated to local government. It is the economic factor here that is the basis of the dangerous tendencies to increase centralization of power and of control. If we would stop turning inevitably to government to solve all our social problems and to find in ourselves the capacity for organization outside of government as well as in such movements as the co-operative agricultural movement with its one-man-one-vote policy, we could keep the problem of government within its proper sphere, and make popular control possible. This is typical of some of the practical measures that the college graduate could take if he has been prepared for his social responsibilities even on the merely social level.

The Nature of Government

However, the college graduate's interest must go deeper. He must understand the very nature of government itself and particularly of the social instrument of government called the State. The propaganda of the communist is definitely to make the state central in life. There is a whole lot of diffused opinion which, whatever its philosophy, has the practical result of doing the same thing. The State is conceived of as an end—not a means. The State develops a paternalistic attitude and presumably takes care of all the troubles of the individual citizen. The citizen gets into the habit of turning to the State in his economic and social difficulties. The officials of the State whom we were wont to call public servants discard such a word as "servants" and develop into the familiar bureaucracies that we know not only in Europe but in this country as well. There is a legitimate field for the operation of the State—the common welfare of the citizens. It must have every support of the good citizen when it operates in its legitimate field. The danger comes when there is conceived or assumed an attitude of omnipotence and the State is expected to take the place of providence of God and religion in the life of the people. The educated man always must keep in mind that the State is

a means to an end. The end is the welfare of the individual citizen. It should operate with the consent of the governed. Its ultimate justification is what happens in the quality of the life of the individual citizen. The building of great public structures of any kind—dams, bridges, highways, theaters, social centers—the establishment of great public policies or principles of law, have significance only in their effect on the actual life of the individual citizen. The State is not, as some think, a mystic entity calling for a religious fanaticism of its own. It is merely a piece of practical political machinery that may be changed whenever the will of the people wish it and is expressed through the regular channels for decision.

Moral Law Universal

The problem of the State raises a more fundamental issue: the need for an assertion of the universality of the moral law over all individuals and over all nations and over every sphere of life. One of the commonest dangers of the modern state is its disavowal of moral responsibility. Its acts are, presumably, its own justification and a philosophy called "statism," has been elaborated which justifies this conception of the state. The great need in connection with the theory of the state is, to put it most simply, the effective assertion that politics is subordinate to ethics. In the actual operation of the economic, political, and social activities there is need for a

binding acceptance by the actors of their responsibility to the moral law and to spiritual values. It is part of the technique for the advancement of science to make the fields of economics, politics, and sociology self-contained and complete within themselves. But this is true only for the purposes of study and only as an instrument for the intellectual advancement of the science. The moment a science is to be translated into the practical fields of human life the intellectual organization needs reinstatement into experience or else its limited vision may be dangerous to human welfare. To talk about the "economic man" in the study of economics is all right so long as you keep your assumptions clear, but the moment you get into the field of human life there is no such thing as an "economic man." Man may be, as Aristotle said, a political animal, but he is not merely a political animal in his life as a citizen. The conception of the totality or completeness of human life needs to replace the divisive and partial views which the blinders of science reveal regarding man. He is essentially and primarily a moral being—a son of God. He is concerned with the meaning of life, its values, its purpose. These are the things that must be central in his actual living as well as in his practical thinking about his relations to himself, to his neighbor, to his God.

Our Responsibility

You will be tested. Think not that the temptations of Christ in the desert are not your temptations. They will be part of your life in the world every day. And the old Satan will offer in its most enticing form for you all the kingdoms of the world and the glory of them if falling down you will worship him. The avarice and the pride and the concupiscence of men are falling for the satanic temptations, but you must remember the great principle of life—the Lord thy God shalt thou adore and Him only shalt thou serve.

It is your part in the active participation of the life of the community—as well as in every phase of your individual life to assert that the life is more than the meat and the body more than the raiment. The supremacy and universality of the moral law must be affirmed in the economic and political life, and we must denounce betrayal of trust, in the political life or greed or exploitation in the economic life by Catholics as we would anyone else. We must not remain neutral, or silent on moral issues. The great need is for spiritual renewal, for a new affirmation of spiritual values, for meaning and significance in life. The test of your education in all its aspects, intellectual, moral, and religious, will be the revelation in your life of this educational insight: if you would understand the doctrine you must live the life. How you live is the test of whether you were taught in these hallowed halls *How to live*. I wish you Godspeed as you go forth to the test.



Catholic Book Week, 1946, at Holy Family Academy, Chicago 22, Ill.

Art Education in the Grades

*Sister M. Sancia, O.S.F. **

PERHAPS never in the history of Christian education has there been so great a need for the early development of the aesthetic sense in the young as there is today. Children



are confronted from their earliest years with the materialistic and the grotesque; consequently, it is imperative that they learn early how to discriminate between the true and the false, between the beautiful and the absurd. The duty of directing the development of these powers of discrimination naturally devolves upon the teachers in the elementary school by means of thorough Christian art education. It is the purpose of this article to discuss the meaning and aims of Christian art education, the objectives necessary for the attainment of these aims, and the role of the teacher in this program.

Art Consciousness

A Christian art education is possible only when the teacher herself is truly Christian and imbued with sound principles of art. For her, knowing these principles is not sufficient; she must apply them to the elements of art in the design of everyday living. Neither is stressing them in the formal art lessons enough. Merely setting aside periodically an hour for art will not bring about an art education. Art consciousness must permeate the whole life of the child, and must be a vital part of the whole school pattern. There should be correlation and integration with the other subjects, in particular with religion. The motivation of the art activities must be worthy of a Christian; that is, all selfishness and self-interest must be foreign to the teacher and the child. The teacher must consider the good of the child at all times and insist that whatever he makes—a statue, a picture, or a rug—he makes well. This *making well* differentiates the artist from other human beings who make things. Here the teacher can draw the child's attention to the passage in Sacred Scripture, that "God saw all the things that He had made, and they were very good." (Gen. i, 31.)

Knowledge and Skill

The child must strive to imitate this perfection of God in making. That implies a two-

fold effort: one, to acquire the knowledge necessary to know *how* the object is to be made well, and the other, to be *willing* to make it well. The teacher must be aware of both of these factors; she must realize that to know how to make an object well, it must first be conceived in the mind; and to be willing to make it well, skill must be acquired. The form that is to be imposed on the material must be in harmony with the purpose of the object; that is the materialization of the idea which the child conceived in his intellect.

Suppose that a child wants to carve a statue of St. Joseph for the altar in his room. He is given a block of wood. Before he starts, he must have an idea in mind of the form that the wood is to receive. He must know something about St. Joseph, the qualities that make him the particular character he is. Then he cuts and chisels until his idea of St. Joseph takes shape in the wood. In carrying out this process of making an object, the child must be guided by the teacher to plan, to organize, and to make the object as well as he can in conformity with its purpose and with the limitations inherent in the material out of which it is made—in this instance, wood. When the teacher succeeds in guiding the child consistently to make things perfectly, he will form a habit, and thus he will produce works of art that conform, according to St. Thomas, to "right reason in making."

Soul, Mind, and Body

In conformity with these principles, what is Christian art expected to accomplish in the elementary grades? In the broad sense, a truly Christian art education aims to develop the whole child, body and soul, intellect and will, in harmony with a Christo-centric philosophy of life. Furthermore, Christian art must not only stress what is essential to art as such, but it must also include what makes a philosophy of life Christian. It must provide art experiences that accord with the spirit of Christ, that will induce the child to lift his heart and mind to God and deepen his devotion in public and private worship.

To accomplish these aims, a carefully planned art education must include in its scope six definite objectives. It should, first of all, provide experiences that challenge the ability of the child for developing his powers of thinking and visualizing; secondly, offer him opportunities toward the acquisition of skillful self-expression in the visual arts; thirdly, develop a better understanding of the works of other people and other nations;

All these trust to their hands, and every one is wise in his own art. . . . They shall strengthen the state of the world, and their prayer shall be in the work of their craft, applying their soul, and searching in the law of the Most High.

fourthly, add to his enjoyment of these works through personal experiences and observation; fifthly, prepare the child to use selective judgment in the choice of his personal belongings



while in school and later of furnishings and occupational pursuits in his home; and finally, make provision for the specially talented child so that he may have ample opportunity for developing his talents.

These objectives can be realized effectively if the course be carried through from the kindergarten to the eighth grade and even high school; if the atmosphere of the school, the grounds, and the classrooms be conducive toward fostering art consciousness; if there be at least a minimum supply of materials and tools at hand; and particularly if there be enthusiastic teachers who have the correct idea about art and the right attitude toward the teaching of it.

Challenging Experiences

The first objective in a carefully planned program of art education, as stated before, is to provide experiences that challenge the child's ability to think and to visualize. The development of the power to visualize cannot be overestimated. It is of greater importance for the child than the ability to handle tools and media skillfully. Educators have observed that children usually draw before they write, and that they do it with abandon, which proves that if the child has an idea, he will not hesitate to put that idea on paper. Art education, therefore, must give the child an opportunity to develop the powers and faculties that are necessary for the visualization of his ideas; and consequently, the teacher must help the child to see, hear, feel, imagine, but above all to think and organize. That implies concentration. Regardless of the material with which the child works, it is imperative that he use the power of thinking and visualizing, and that the teacher help in the development of this power by carefully planned direction. As the child's experiences widen and his direct observations increase and become more definite, his power to visualize gradually increases likewise. The teacher can help clarify the child's visual ideas in regard to the subject that has been selected as an art problem by asking questions, by

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showing illustrative material in the form of pictures, slides, and films, or by demonstrations on the blackboard and paper. Vicarious experiences, obtained through reading, through the telling of stories, and through personal experiences, also play a considerable role in the development of the visual powers.

Development of Skill

The second objective concerns itself with skillful self-expression in the visual arts, that is, with the handling of tools and materials. Skill, however, can be acquired only by constant, deliberate repetition, a repetition that is not merely a mechanical routine, but a well planned series of lessons. The alert teacher will provide opportunities for the child to experiment with various materials and tools which are a necessary means of development in visual growth. In the early stages—kindergarten, first, and second grade—so-called playing with materials and tools is all that the child needs. As yet he does not care for literal reproduction nor for skillful handling of tools. Yet, since this period of experimentation is an essential element in his art education, proper guidance should be given to acquaint him with the possibilities and limitations of tools and materials. During the periods of experimentation, the child should be provided with opportunities to "feel" the plasticity of clay, the grain and texture of wood, the hardness and strength of metal, the coldness of stone, the softness and warmth of wool. Such an experience of feeling material is radically different from that which the child usually gets in the experience of handling of the crayon and paper media found in most classrooms. Let children learn to use the latent powers God has given to their hands by carving and modeling, by cutting and tearing, and by handling of brushes, pencils, crayons, pen and ink.

Appreciation of Art

In addition to visualization and skill in self-expression, a study of the art of other people and other times is important in the growth of art appreciation. Practically all works of art are historical and, therefore, form a rich source of information of the country and the period in which they were produced. The art of a people is an interpretation of its interests and tastes—religious, social, economic, and political. Since artists are usually sensitive men, their works tell of the events and the people that interested them. Frequently events of past ages are more fascinating than those of the present day, and the biographies of the men who produced the great masterpieces may be as absorbing as fiction. When the aims that motivated the artist, the trials and the difficulties that beset his honest efforts, or the more pleasant successes and honors that he enjoyed are known, his works are more deeply appreciated. In the experiences of others, there is a wealth of material that can be selected to develop the child of today so that he may become a more cultured and informed Catholic of tomorrow. Some experience in creative work will help him better to understand and evaluate the works of other people and other ages. Although only a small number of children will

select art in some form or other, as a career or profession, all have the right and ability to enjoy works of art. If properly guided, the child will learn to appreciate not only the masterpieces of artist, the handiwork of man, but more especially those of the supreme Artist as seen in His creation. This marvelous power of God will become a source of inspiration and appreciation for the child in his creative activity.

God's Creation

In the earliest and most plastic years and throughout the elementary grades, the teacher will call the attention of her charges to a realization that all creation is a manifestation of God's wisdom, loveliness, and power, but that it is only a very imperfect reflection of these perfections. Such considerations will make him admire the works of the Creator and inspire him with a desire to participate to a small extent in the creative power of God by making new form from created material. And since all human beings have the same privileges as he has, he will learn to respect, share, and appreciate the productions of his fellowmen, all members of the Mystical Body, whether these productions are those of his classmates, the works of artists of today, or the works of the masters of all ages.

Consumer Education

The importance of the fifth objective consists in this—that, although, as already stated, only a few children will specialize in art, nevertheless, they will all be consumers in the broad sense of that word. As consumers, children should know the principles of design, that is, unity, subordination, balance, proportion, and repetition as expressed in the arrangement of line, color, and value. They ought to know and apply these fundamental principles of design more especially in adult life so that they may be able to select clothing judiciously, and to arrange with good taste the furnishings and surroundings of their home. Equipped with such a knowledge of fundamentals, moreover, they will be able in later life to take a more intelligent part in the planning and development of their neighborhood, and thus be of great service to their fellowmen and community. The enjoyment and appreciation that follow proper and artistic selection and arrangement will enrich these future citizens physically, mentally, and spiritually.

Fostering of Talent

Finally the child who shows signs of special talent and a liking for art should be given extra attention, opportunities, and help to develop these talents. There is a great need for true artists in a variety of fields. The Church needs Catholic artists, artists who are in sympathy with its philosophy of life to design churches and all things needed for Catholic worship in these churches. There are needed artists to design homes, clothing, and objects for everyday use. There should be better artists to illustrate papers, magazines, and books for adults and for children. Finally artists are always in demand to design the

endless needs of a highly mechanized Catholic and civil society. It is the purpose of Christian art education to discover and develop such talent, and to give it encouragement and patient guidance. If Christian art education is to function properly, a carry-over of art principles from the school environment to everyday living must result. When that takes place and only then, can there be hope to have an art that is living, that will serve as the leaven of Catholic social living. It will take some time before the results are apparent, but that should not deter the teacher from continuing in the right direction toward a better understanding and application of art principles.

The Teacher's Part

It is evident that to carry out these objectives, the grade teacher plays a vital part in art education. Her role is to give the child sympathetic guidance, wholesome stimulation, and unstinted encouragement. This encouragement, suggestion, and guidance is of the utmost importance in the early period of development of the child. In the intermediate and upper grades, it is not as necessary as in the primary level, but the teacher should be prepared at all times and in all grades to make use of all available means to set free the ideas that are imprisoned in the child's mind.

To give sympathetic guidance the teacher must understand the child's nature, his tendencies, his likes and dislikes. As a guide she must not only know the child, but she must also know the way. She must know what to expect of the children in their respective grade levels and try her utmost to have the children reach that standard.

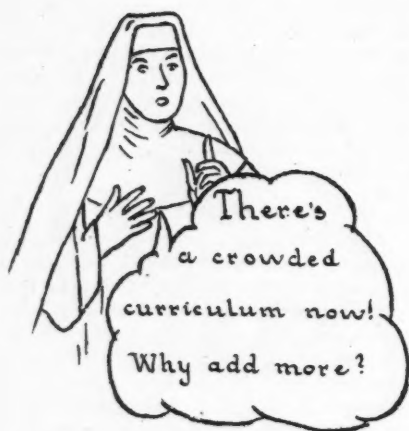
To give wholesome stimulation the teacher must possess an unlimited supply of enthusiasm that bubbles over with ideas and plans. This enthusiasm must be combined with an infinite amount of patience and forbearance. The teacher's possession of these qualities is a greater asset than the ability to demonstrate the art lesson. Every elementary teacher should strive to attain this ideal, combining enthusiasm and patience with the ability to illustrate necessary or difficult phases of an art lesson.

To give unstinted encouragement the teacher must possess an insight into the individual needs, characters, and abilities of the children. It is unquestionable that the timid, hesitating child needs more encouragement than the forward, self-satisfied type of child. A word of encouragement given to a child at the right moment may open the flood gates of his imagination.

If, added to these qualities, the teacher takes time to prepare her art lessons as she does every other subject, and is ready to forget herself and her convenience in the interest of the children, she should accomplish what is expected for her grade level. When all efforts are combined with the ability to demonstrate the fundamental principles of art in the spirit of Christ, the teacher accomplishes her part to develop true Christian art that will "strengthen the state of the world" in using "right reason in making."

Audio-Visual Education: Why and How?

*Sister M. Esther, C.P.P.S. **



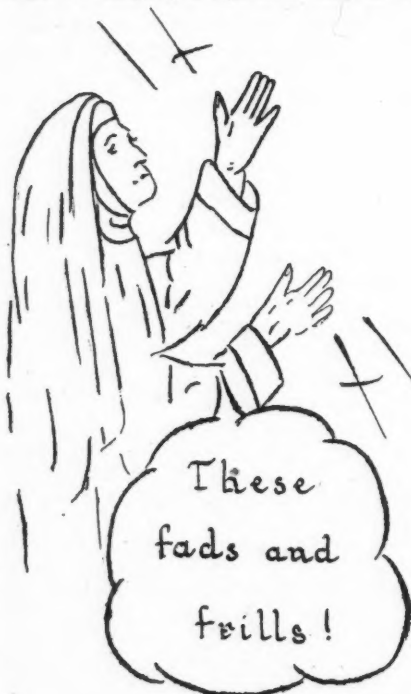
WHEN audio-visual education is mentioned most people immediately think of moving pictures. The motion picture is a valuable audio-visual aid, but it is by no means the only or most widely used visual aid. The more common visual aids include: blackboards, bulletin boards, charts, pictures, graphs, globes, maps, models, phonographs, public address system, radio, school journey, opaque projector, film strips, motion pictures. This discussion will be limited to some of the newest in visual education, namely, opaque projector, the film strip projector with 2 by 2 slide attachment, and the moving picture.

You may ask why this sudden demand for a streamlined audio-visual program in education. The answer will be found in the success achieved by the armed forces in their use of audio-visual techniques. Our men assimilated battle materials faster and more thoroughly and more uniformly than anyone dreamed possible. A great deal of the instruction was centered around audio-visual materials. Gilbert Johnson even goes so far as to state that to teach without audio-visual material was almost as unthinkable as to teach without students. But the question arises, how were the armed forces able to set up such a successful program in so short a time, while civilian educators have struggled along for more than 25 years trying to establish a workable program? The armed forces had what it needed for success, namely, practically unlimited funds, best qualified personnel for putting it over, and they were unhampered by tradition. Now that the armed forces have blazed the way, it is much easier for civilian educators to introduce audio-visual aids. Of course, there will be a few diehards, among both educators and taxpayers. There are those who resist change and

recognize only traditional methods. When audio-visual education is mentioned they advance many objections. It may be well to discuss some of them here.

Audio-visual education is not a separate school subject, it permeates all instruction and is designed to aid, as a map, globe, or poster would aid. These aids are not ends, but rather, means to an end. They never supplement unless used incorrectly.

Maps and globes have never been accused of usurping the place of the teacher



although they serve the identical purpose served by the newer aids. There must be no mistaken idea about audio-visual aids liberating the classroom teacher from work. No other type of instruction requires so much preparation. It is true that some misinformed or unscrupulous teachers have welcomed films with open arms as a wonderful means of keeping children occupied and entertained without any preparation or work on their part. This is to be deplored, for it is not teaching. When audio-visual aids are used to achieve the curricular objectives the time spent on them yields a rich return in results achieved.

Perhaps the idea that audio-visual materials are "fads and frills" is a result of the false notion that they are not basic and fundamental for instruction but something added if it suits the fancy and the budget — something to fill in time, or something

to entertain. This is not the case; if understood and used correctly their function is the same as that of the blackboard or charts, namely, a teaching tool designed to help us attain our objectives. The "3 R's" are by no means excluded from these objectives. It is true, they will be presented in a manner much more interesting than that recognized by traditional methods. This is not necessarily evidence of "soft pedagogy." Professor Kelly in *Educational Psychology* tells us that to make subject matter interesting is not to indulge in soft teaching.

When using audio-visual aids, particularly films, there are two factors which deserve special attention — the right material, and right way. Films are expensive teaching tools and should therefore be selected with the greatest care. Have the following questions in mind when selecting your classroom films. Can the film be integrated with the course of study for a particular subject and a definite grade level? Is the film accurate? Is it limited to the presentation of important facts? Will it be understood by pupils? Is it of reasonable length? The best teaching value is gained when the film runs no longer than 20 minutes. Has it motivating qualities? A film that does not arouse interest that can be directed into further learning is not suitable for classroom use.

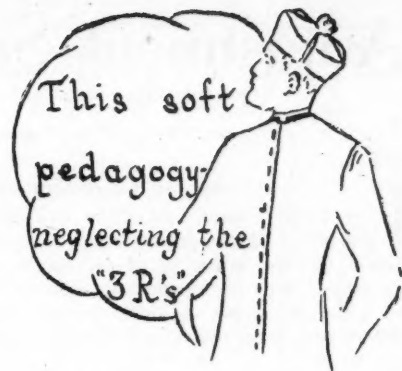
At present the market is being flooded with audio-visual materials, good, bad, and indifferent. The thousands of alleged classroom films now available to schools may be roughly divided into two categories, entertainment films and educational films. Here in the United States there is a further division; under the heading educational films, there is the subdivision classroom, or text films. The feature film falls under the



*Sisters of the Most Precious Blood, O'Fallon, Mo.



the name. Get rid of the term "moving pictures" and all its associations; call it visual education. Then, too, it is better not to take large numbers of children to the auditorium for the showing of a film; a classroom, or a room especially prepared for the purpose, is much better. The pupils must be made to realize that they are in school, that this is a definite lesson, and that they will be held responsible for what they hear and see. At this point it might be well to mention the importance of good ventilation in the projection room. Provision must be made for the admission of fresh air. Stale, overheated air, and a darkened room, are not conducive to study. Darkening the room with drapes has been found more satisfactory than the use of opaque shades. Windows can be opened more easily behind the drapes to let in fresh air.



Preparation: Results.

Text Book _____
Audio-Visual _____

In the actual use of the film, or other projected materials, there are three important steps to follow: 1. set up purposes, 2. presentation of film, 3. evaluation and follow-up activities. Teaching with films is not a matter of showing a picture to a group of passive observers with the hope that it has done its work. On this point Roberts says, "It is safe to say that the value of a film is in direct proportion to the planning of the teacher and the preparation of the pupils." A few films properly used and integrated with the course of study are of greater value than hundreds "just shown" and not "used." The instructor must be thoroughly familiar with the content of the film. A preview is the best way to accomplish this. If an instructor's manual accompanies the film or film strip, much valuable help can be obtained from this source. After becoming familiar with the content of the film, it is desirable for the teacher to set up objectives for its initial study by the pupil. The teacher must decide how to prepare the class to get the most from the film. One method is to raise in the minds of the pupils questions that can be answered by

a study of the film. Write the key point on the blackboard. Pupils must know for what to look. A comprehensive objective quiz may be used as a preparation.

In the actual showing of the film let your slogan be, "maximum showmanship with minimum distraction." The work of setting up and threading the projector, focusing, and all other mechanical preparations should be completed before the class enters the room. Although this is the easiest part of teaching with films, yet it is one in which many teachers fail. In order to get the maximum value from a film it is necessary to show it more than once. Sometimes the showing may be repeated immediately, or it may be better to wait a few days. The teacher herself will have to decide this problem of repetition.

During the follow-up, the instructor has an opportunity to clinch key points. Someone has given this good advice, "Don't use a film to arouse interest and then neglect to capitalize the interest aroused."

It is evident that a new era of instruction has appeared on the educational horizon. The armed forces, having set aside tradition, have produced convincing evidence of the possible worth of audio-visual education. If used correctly the motion picture, film strip, and opaque projectors are neither a "fad" nor a "frill" but an important educational development. Audio-visual education is as timely and as permanent as the airplane or the radio, and its place in the future of education cannot be ignored.

heading of entertainment. To use a feature film in the classroom as an audio-visual aid is like using a novel or biography in place of a textbook. Its contribution to actual teaching is incidental and supplemental. The classroom film is designed definitely for developing certain units of school work.

Free commercial films are accepted by some schools. Although sponsored or commercial films enjoy increasing acceptance in schools many educators still view them with considerable suspicion. The most common criticism is "objectionable advertising." Now that industry is preparing films especially for schools, this objection is not too serious. The new commercial films have very little advertising. In your choice of sponsored films let your guiding principle be, "Never use a film because it happens to be free and easily available." If the film in question seems to be the best available for attaining your specific purposes, there is no reason why you should not use it even if it is a sponsored film. Many commercial films are worthless, and it is impossible to judge by their title. Here's an example: the title "Ever Since Eden" would never tell us that it is a story of the common tomato.

The first consideration under the heading "right way" is the proper atmosphere. In the use of audio-visual materials it is all important that we establish and maintain a classroom atmosphere. Regular instructional environment is necessary in order to get best results. The pupil's first and most frequent contact with films has been in the theater. Here they have been accustomed to indulge in a passive viewing of films in the light of entertainment. It is only natural that when they first meet films in the school they associate them with all the distracting elements of the theater, whistling, booing, bubble gum, and such like. It is not easy to break away from this first impression, but, if our audio-visual program is to be successful, we must make a new approach. We might start by changing



Individualized Arithmetic

Adjustment Service in an Elementary School

*Sister M. Alphonse, B.V.M.**

Aim of Adjustment Service

IN ACCORD with the aim of the outstanding educators of America, the object of the adjustment service at Our Lady of Lourdes School, Chicago, is, first of all, to accumulate data for the survey of the achievements of the pupils to facilitate a complete understanding of the needs of the individual by the teachers; and secondly, to provide equality of opportunity for every child according to his needs and abilities.

Individualization — A Christian Ideal

It appears that Divine Providence does not like uniformity. There are no two souls alike and no two children endowed with the same amount of talent and mental ability. As Father Plus says, "Within the limits of the same family there can be and are divergencies which prove the variety and types of individuals. Infinite variety in God's natural and supernatural creatures is one of His greatest riches."

Our divine Lord respected the individual differences among those whom He taught. He layed His hand on each weary invalid separately. And our holy Mother Church receives us individually, administering to us the sacraments according to our own personal needs.

Individualization is further linked with socialization. The child who is successful as an individual, the child who feels security in his mastery of assignments, who is daily using his power to the fullest extent, and who is free from the frustration that failure occasions, is also the child who is ready to meet his social responsibilities with good will and with consideration for his fellows.

The actual improvement in knowledge and skill even though the level be low, gives to the child a taste of accomplishment and success. Experience of success in school life will condition him to meet responsibility with confidence and initiative. He will solve the problems of life with a greater appreciation of human values and a greater esteem of the rights of an individual for his own sake. This Christian ideal forms the very warp and woof of the ideology called democracy.

Aim of Adjustment Service at Lourdes School

In addition to the group-testing program, individual Binet tests, psychological, personality, and social scales are administered upon the application of the parents. The Snellen Vision Test and the Whispered Hearing Test, as also the Dominance Studies are available for the pupils upon the request of the home-room teachers.

The adjustment service at Lourdes is fourfold, consisting of the testing program throughout the school, setting up the individualized materials in the tool subjects in the classrooms, the remedial coaching of the retarded pupils, and the conducting of a debating club as an enrichment project and challenge to superior pupils.

Our General Testing Program

Class records of the testing program throughout the school, ranging, at present, from Class 1947 to Class 1956, are available in the principal's office. Recorded on planographed, legal-size Lourdes forms, they reveal at a glance the median in each tool subject, the median and average IQ of the class, and indicate the mental-ability, grade-expectancy deviation of each pupil.

Every well-trained teacher knows that a class median can easily be raised by giving extra attention to a few superior students. But the average minus deviation from the mental-ability grade expectancy is quite another record to modify.

What joy is registered by the home-room teacher when she observes the decrease of the average minus deviation of her class. And how those minus deviations did decrease this spring, in the case of an intermediate class in arithmetic, for instance, with a 9.4 median.

"How could that be," asked a sophisticated sixth grader, "when we have not studied algebra?"

*Our Lady of Lourdes School, Chicago, Ill.

Of course he understood when Sister replied, "John, that means that you worked with the same speed and accuracy as a ninth grader. It does not mean that you know algebra."

It is a real challenge to an eighth grade teacher to receive a class with a median of 9.4 in arithmetic and 10.1 in reading. It goes without saying, when such high medians are obtained, the superior students of the class will be picked off and given a more difficult scale. Likewise, when testing classes, the retarded pupils are given a lower scale.

Spring Testing

Speaking of spring testing, Dr. Grace Munson, director of the Chicago Child Study Bureau, to whom Our Lady of Lourdes School owes so much for the directing and the training of the adjustment service, says, "Every teacher deserves to know what she has accomplished within the scholastic year, and the children, too, should share the joy of success and know their progress in their tool subjects. What greater motivation for both teacher and pupil?"

Dr. Munson's remarks accord so well with those of Miss Mary Zwickstra, also of the Child Study Bureau. Miss Zwickstra writes to make arrangements to bring the members of an education class from Loyola University to visit Lourdes School, and remarks, apropos of the spring testing program: "In view of the extent of the program, the large amount of effort and time involved, and the fact that the adjustment teacher is responsible for the administration and correction of the tests, the spring testing seems advisable. Your teachers are well acquainted with adjustment to individual differences to make any necessary modifications in the fall.

"Close observation of the child's response to the individualized materials in the classroom and his degree of self-reliance and interest in the library offer valuable clues of progress to an alert teacher.

"As an adjustment teacher, your major emphasis in the early fall is rightfully on the first-grade reading readiness program. Adequate time to the latter program bears rich rewards in starting young children out successfully on their school careers."

First-Grade Testing Program

The first-grade testing program consists of two tests, in particular, the Metropolitan Reading Readiness Test and the Pintner Primary IQ Test. The results of these two tests are recorded on a special Lourdes school form. Within ten days from the beginning of the school year, the percentile rank of each first-grade child is known and a fairly reliable prognosis of the semester reading group and the June reading-grade level will be obtained. Every well-trained first-grade teacher knows that there will be a percentage of divergence in the actual correlation of these facts, as emotional, health, and home-condition factors take a toll.

Cumulative Folder Files

At the close of June, the cumulative folder files, the reading work-record cards, and the envelopes for the individualized reading, are brought to the adjustment room by each home-room teacher. The kindergarten morning and afternoon classes each has a file in which the results of the kindergarten IQ test is placed in each child's folder. These files are passed from room to room as each class is promoted, the IQ tests of the first, fourth, and eighth grades being added as the class proceeds. The cover pages of the achievement tests of each succeeding year and the complete form of the last achievement test are also kept in the cumulative folder. Thus, at the opening of the new school year, the teachers have a fund of data at hand. From the study of the cumulative folders they can discover the fundamental weaknesses and strength of the individual pupils. A glance over the arithmetic test, for instance, will show that a child does or does not understand division, fractions, decimals, percentage, etc. The

teachers will be able to locate the pupils of great or small vocabulary ability, spelling, writing, and English abilities.

A composite record of the entire class for each succeeding year is also filed. The home-room teacher can see at which grade level each child had made the greatest progress and the grade level of each child at the close of the preceding year. On these class records certain children are earmarked for retesting, such children as those who signed up for summer library reading. These retests will fit in the testing program for new students.

The home-room teachers at Lourdes are in a position to form their classroom groups the very first week of school. By the time the first-grade testing program is completed each home-room teacher knows the pupils who need special help in the adjustment room. By the last of September the regular schedule in the adjustment room is running smoothly.

Adjustment Room Schedule

The morning hours in the adjustment room are devoted exclusively to remedial arithmetic; the afternoon to remedial reading for the pupils retarded in reading, and to the debating club composed of the superior pupils of the eighth grades. One hour a week is reserved for servicing the home rooms with materials for individualized reading and arithmetic.

Remedial techniques and materials for individualized reading and arithmetic are shared and distributed to all the home-room teachers. The adjustment service finds its way into each and every home room and the keen interest, intelligent understanding, and fine co-operation of the principal and the home-room teachers is the very backbone and support of the adjustment service.

Specific Aim of This Article

In the course of the past several years, many religious of various orders have visited Lourdes School and have expressed a desire for a detailed account of the remedial techniques used in the adjustment room for both remedial reading and remedial arithmetic. It is especially for the sake of these Sisters that this article is being written. If only one Sister were to follow through the plan and carry out some of the suggestions, thus benefitting a few retarded children, the reward for the time spent on the writing and editing of these lines will be assured. At present, the technique for remedial arithmetic will be accounted. The remedial reading techniques will be published later. The work in the debating club is reviewed annually by visitors attending the club meetings, the debate tournaments, and champion debate at the close of the year.

Individualized Arithmetic Techniques in the Adjustment Room

As said above, the home-room teachers, after making a close study of the cumulative folders in the class files, are able to make their class groupings the first week of school. By the time the first-grade testing program is completed the home-room teachers know the children who need special help in the adjustment room. Porteus says that the dull child is educationally neglected. It happens at times that the so-called dull child is really not dull at all. For some reason or other, due to sickness, changing of school, or undesirable home conditions, these children have fallen by the way and have become retarded. Usually the lowest six children in each home room are chosen for special help. These children are absent from their home room for one half hour only. Thus, they retain their social status with their regular classmates. The schedule is so arranged that they do not miss the presentation of the regular classwork of the grade. For example, while the pupils in the home room are making application of the work presented in the home room, the children who need special help go to the adjustment room for one half hour.

Diagnostic tests are given to every newcomer in the adjustment room. By these tests the specific weakness of each child in each process of arithmetic readily can be learned. The old classic weaknesses stand out as a sore thumb—weakness in the combination facts, in the multiplication facts, in the zero difficulties, in fractions, in decimals, and in percentage.

Throughout the school in the general testing there is a healthy attitude cultivated regarding the results of the tests. The children are taught to interpret their ratings and to face the need of special

help in certain subjects. There is no more odium attached to the need for special help in one subject or another in the adjustment room than there is to a call at the dentist's when one has a toothache. The fact, too, that the superior pupils go to the adjustment room, makes it a room for advancement and accomplishment.

Arithmetic Work-Record Cards

The work-record card for arithmetic for the first and seventh grades, as used in the adjustment room, are given below. Similar ones are worked out for each grade:

OUR LADY OF LOURDES SCHOOL ADJUSTMENT ROOM WORK-RECORD CARD

Arithmetic

Grade 1

Name			
C.A.			
M.A.			
Grade			
Room			

Meanings:	Self-Help Plymouth:	Strathmore:	Homework Book
1 11 21 31 41	A- 1 11	A- 1	Page- 1
2 12 22 32 42	2 12	2	2
3 13 23 33 43	3 13	3	3
4 14 24 34 44	4 14	4	4
5 15 25 35 45	5 15	5	5
6 16 26 36 46	6 T-A-1	6	6
7 17 27 37 47	7 T-A-2	7	7
8 18 28 38 48	8 T-A-3	8	8
9 19 29 39 49	9	9	9
10 20 30 40 50	10	10	10

Date Entered in Adjustment Room

Pre-Test Rating

Days Attended:

Completed Work of Grade 1

Signed:

Adjustment Teacher

OUR LADY OF LOURDES SCHOOL ADJUSTMENT ROOM WORK-RECORD CARD

Arithmetic

Grade 7

Name			
C.A.			
M.A.			
Grade			
Room			

Strathmore	Pages	Fr.	Fr.	Fr.	Dec.	%	%	Homework Books
A	S	Div.	Div.					Pages 1
1	1	1	1	38	68			2
7	8	8	7	40	70			3
8	9	9	8	41	71			4
9	10	10	9	42	72			5
14	16	16	17	43	79			6
15	17	17	18	44	80			7
16	Fr.	Dec.	%	45	81			8
24	M	A	1	46	82			9
25	1	10	10	47	83			10
26	7	11	11	48	84			
33	8	12	12	49	85			
34	9	19	18	50	86			
35	16	20	19	51	87			
43	17	Dec.	20	52	88			
44	18	S	26	53	89			
45	23	1	27	54	90			
51	24	8	28	55	91			
52		9	29	56	92			
		Dec.	30	57	93			
		M	31	58	94			
		8	32	59	95			
		9	33	60	96			
		10	34	61	97			
		14	35	62	98			
		15	36	63	99			
		37	66	100				
			67					

Date Entered in the Adjustment Room

Pre-Test Rating

Re-Test Rating

Days Attended:

Diocesan Tests, Feb. June

Signed:

Adjustment Teacher

The pages on the above forms refer to the Strathmore material in arithmetic graded perfectly for individualized work in arithmetic and to the Plymouth material, the self-help cards which supply drill and study for the retarded children. These pages are synchronized with the year-by-year requirements of the course of study in arithmetic of the Archdiocese of Chicago.

After studying the child's diagnostic test, and reviewing his CA, MA, and IQ, and considering his grade placement and grade level rating in arithmetic, a suitable work-record card is chosen for him. Together with the ten or twelve children who come to the adjustment room at the same period, he is given a large envelope in which he keeps his current work. When he finishes a page of the Strathmore material, he is taught to file the page for correction in front of the corresponding corrector's key, under the headings: Whole Numbers, Subtraction, Multiplication, Division, Common Fractions, Addition, Subtraction, etc.; Decimal Fractions Addition, etc.; or Percentage.

Then the pupil goes to the vertical assignment file where he finds his name alphabetically filed. He draws back his name and finds his next assignment. In course of time there will be found former pages upon which there are errors. These pages are filed closest to his name, and he chooses them before proceeding with advanced work. When the child has mastered the page 100 per cent perfect, it is marked O.K. at the top. These okayed pages are placed back into the assignment file so that the child may have the experience of finding "Success" behind his own name. What a smile of satisfaction greets the 100 per cent mastery and "Success." The oldest and the youngest react alike. They stand up erect, smile, and with great satisfaction walk over to the file marked "Bank" and gently drop in the page.

Each child knows that on the morrow there will be an added honor point after his name on the motivation charts. Lindworsky truly places accomplishment as a prime factor for success.

Returning to the assignment file, the pupil will choose the next assignment and with confidence sit down to his task. There is no such thing as a disciplinary problem in the adjustment room. Every child wants to work when he understands the work and has an opportunity to get help when he needs it. The work of the children is closely observed. As soon as he begins to flounder he is sent to the board and there taught and retaught the process at hand. Eagerly, each group continues throughout the morning. The children walk through the system like young athletes, steadily and surely progressing to their goal.

When all the assignments behind a pupil's name have been accomplished 100 per cent perfect the pupil proudly stands in front of the major file of the Strathmore material. There on a long table, the boxes of the Strathmore materials are filed, ranging from the first page to be given a first-grade child to the last page in percentage.

The child knows that a "shopping tour" is in order. All his assigned pages are recorded on his work-record card, his self-test page, his mastery page 1 and 2. He is ready for another inventory test. Then many exercise pages are chosen to be placed behind his name in the assignment file.

February Retesting in the Adjustment Room

In February a complete battery of retesting is given to the children who have had special help in the adjustment room. Yearly, there are children who by that time have raised their rating in reading or arithmetic and are no longer in need of special help. By February, some children raise their rating as many as three years. These children are in the high normal IQ bracket and have fallen behind their class on account of illness or continued absence due to changing schools or home conditions.

Progress in the adjustment room is due not only to the special help obtained in the adjustment room, but in great part also to the efficient work of the home-room teachers, to the individualized materials they use in the home rooms, and to the regular grade work done there. Moreover, small eight o'clock classes are formed by many of the teachers for groups that need extra help. All these methods increase the "grooving period" as Professor Thorndyke would say, thus making permanent the retention by multiple repetition.

It is gratifying to glance over the work-record cards in February and note the advancement made by each pupil, and a joy to send pupils back to the home room perfectly adjusted to their grade. The

ADJUSTMENT ROOM OUR LADY OF LOURDES SCHOOL

Name..... Room.....
Birth.....

Gr.....
Present ½ Hour
Daily

Times Absent
Times Tardy
Courtesy Merits
One Daily
Application Merits
One Daily
Arithmetic Units
100% Mastery
Reading Units
100% Mastery
English Units
100% Mastery
Debating Club

PARENT SIGNATURE

Nov. 1
Jan. 1
March 1
May 1
Sight:
Hearing:
Dominance: Eye Hand Foot
Grade Levels: Oct. Dev. Feb. Dev. June Dev.
Arithmetic
Reading
English
Entered:..... Adjusted:.....
Notations:

Adjustment Room Report Card

principal, the home-room teachers, the adjustment teacher, the child, the parent — all rejoice. Truly, the adjustment service penetrates into each classroom and the support and co-operation of the entire faculty form the very backbone of the adjustment service.

Combination and Multiplication Facts

There is one weakness in arithmetic very difficult to eradicate when the pupil has advanced beyond the grade where the weakness found root, namely, the combination fact and the multiplication fact weakness. A fifth-grade child likes to pretend that he knows his tables and, above all, his combinations, and does not like to be seen studying them. In the adjustment room, weekly two-minute speed tests are given in the 100 addition, subtraction, multiplication, and division facts. A record is kept of the weekly improvement of each pupil. In preparation for these weekly tests, self-help folders and individualized flash cards procured from the Plymouth Press are used. The children are paired, and each tests the other in game fashion. The 100 fact cards — Page 1 in the Strathmore Whole Number Processes, are mounted on cards, and these are also used in game fashion, one pupil giving the answers and the other checking with a key. Imma Whiz bingo games (Kenworthy Educational Service, Buffalo, N. Y.) are run off from time to time, and ping-pong table drills are used.

Diligence Awards

When a student gets 100 per cent on three successive two-minute speed tests in the same process, he is excused from further testing. When he succeeds likewise in all the processes he receives a special diligence medal. Results? Watch the two-minute test record. When there is advancement, the grade is encircled in blue. After a month's recordings the record blank resembles a piece cut out of Blessed Mother's blue mantle.

Motivation Charts

"What becomes of the 100 per cent mastery pages in the 'bank'?" asked one of the visiting Sisters. One of the children led Sister by the hand to the motivation charts on the bulletin board. He pointed out to her the Zippo Bar Charts (Jewell, Iowa). How proud he was of the fact that the red temp-bar after his name led the others, that each 100 per cent mastery page increased that temp-bar, and that the child who won at the quarters was honored with a victory pin in silver and blue.

Adjustment Room Report Cards

Special report cards are issued in the adjustment room, showing the progress of each child. These reports go home with the regular classroom reports, and are signed by the parent and returned. On the back of the card is recorded the data concerning the child, his rating when he came into the adjustment room, his mental ability grade expectancy deviation, and his progress from quarter to quarter. Duplicates of these cards in various colors, indicating each grade, are filed in the adjustment room. When glancing down on these colored records, one is able to note the grade where the greater percentage of retardation occurs, and how long it persists throughout the grades. If a pupil enters the adjustment room in the third grade and is given a blue card, blue is kept for his record until he succeeds in obtaining a suitable rating for regular classroom work.

Retardation Nipped in the Lower Grades

Within the past several years the amount of retardation prevailing in the seventh and eighth grades has decreased 50 per cent. Why? Because the retardation was caught down in the third or fourth grade, and the children were able to resume regular grade work in the upper

grades. Where the IQ is low, and this occurs in a small percentage of pupils, the special help is needed to the end. It is a great satisfaction to know that this type of pupil reaches his full capacity according to his mental ability and is acceptable in the better trade schools of the city. On the other hand, it is very gratifying to enter an eighth-grade room of 45 or 48 boys and note 13 or more pupils who have, from time to time, been in the adjustment room for special help, and who for two or three years past have been doing regular work with success. Their retardation was taken in time before it became chronic and before inferiority complexes and disciplinary complexes set in.

Seeking Reality Through Truth

Dedicated to the service of young children, the adjustment service daily guides the activities of the pupils in their pursuit of truth. Leading children to seek truth in their tool subjects, day by day, let us hope that all their lives they will continue to seek truth, the one lasting Truth which is God.

To provide equality of opportunity for every child according to his needs and abilities is the very *raison d'être* of the adjustment service of Lourdes.

Bilingualism: III. The Worth of an Invented Language *William R. Duffey, M.A. **

IF A student has an opportunity to learn a second language, should he decide to study an invented universal tongue in preference to a live language? What is the nature of an artificial language? Its types? What is its worth in terms of culture and discipline? The answers to these questions will assist in choosing wisely a second tongue.

Types of Artificial Languages

Confusion in language has been present since the tower of Babel. According to Holy Writ before the Lord came down to see what the children of Adam were building, "the earth was of one tongue, and of the same speech." (Gen. 11:1), but when the Lord was displeased with his people who were attempting to build a tower with its top reaching heaven, He confounded their tongue, "that they may not understand one another's speech," and it is to be remembered that "the language of the whole world was confounded."

Since the tower of Babel, men have found the need of some universal language in the interest of international trade and understanding. The languages of the early traders and manufactured contact languages devised for communication between travelers and native peoples, have served men of business since early time. With the growth of the Roman empire, its language, Latin, was, for all practical purposes, a universal language. When it declined in its value as an agent of communication, scholars and men of affairs looked for another linguistic vehicle. They had observed that several types of gestural language, for example, the sign language created by

Abbé de l'Épée (1775), and Abbé Sicard for the deaf and dumb and that created for military use had been universally acceptable. They knew too that the signs of algebra were internationally understood. Many living languages were proposed for world communication, particularly French, a language considered necessary for any diplomat, but none found enough followers to gain acceptance on a universal basis.

René Descartes, the French philosopher, about the time our Pilgrim Fathers were worrying about New England winters, became interested in mathematical symbols for a universal tongue. He could see nothing incompatible in a theory of a universal tongue, but he apparently had some doubts of its creation for he wrote in a letter to P. Mersenne, "I hold that this tongue (universal language) is possible, . . . but do not ever hope to see it in use" (Édition Cousin, Bk. 6, p. 61).

As early as 1661, Dalgarno of Scotland worked out a plan for a universal language, and Wilkins (1668), who had written an essay on the nature of symbols in language and the need of a philosophical language, finally perfected a means of communication based upon some forty signs.

Leibniz, who had a marvelous background in philosophy and science, looked for an artificial language that would serve the purpose of philosophers. In one of his numerous letters, he presented a plan for universal communication. He held that it must be composed of simple symbols, each with an absolute value, and its syntax subject to the laws of logic. He realized that the fewer the symbols, the easier

a tongue could be learned, but he knew that if each symbol was not rigorously determined in relation to an idea, and if combinations of them were not made according to philosophical law, meaning could not be transferred properly. He became acquainted with the fact that the Jesuits brought to European scholars a knowledge of the Chinese language, and he saw possibilities of forming some universal language by adopting the script of a monosyllabic tongue like Chinese.

Before 1881, when a German priest, John Martin Schleyer, brought forth a universally recognized language called Volapük, many man-made linguistic creations were attempted, but did not like Volapük have much success. This artificial language spread like wildfire throughout the world, but died as rapidly. It did, however, give a mighty impetus to the supposed values to be found in a universal tongue, and did awaken interest in a world-wide commercial tongue. In fact, it suggested other international means of communications like Idiom Neutral (1903), which resembled Volapük, but later grew far away from its principles.

Perhaps the most widely known of the man-made tongues was Esperanto created by Dr. Ludwig L. Zamenhof, a Russian Jew born in the middle of the nineteenth century. His attempts to form a practical means of international communication gained strong support throughout the world. In fact, his efforts had great commercial backing. At one time Esperanto was used in numerous publications, both for fiction and translations. It was even taught in many schools in different parts of the world.

The supremacy of Esperanto was challenged by the followers of Ido, the brain child of

*Professor of Speech, Marquette University, Milwaukee, Wis.

Louis de Beaufront of France. Although not so widely accepted as Esperanto, it had many linguistic advantages not found in the former.

Interlingua was devised in 1908 by the Italian, Giuseppe Peano, who felt that Latin could be simplified, and, in modern dress, would be able to regain its ancient prestige, not only as a universal language among scholars, but as a medium suitable for men of commerce. Peano was successful in chopping off much of the needless traditional appendages that have clung to most of the living tongues. He gave Interlingua a vocabulary of about 14,000 elements based upon the Latin words generally found in the European languages. Peano's strong point was not in creating a logical arrangement for his language. Thus critics have maintained Interlingua is weak in its means of securing clear meaning for thought.

Novial, conceived by Jespersen, the famous Danish linguist (died 1943), was scientifically established, but it did not win the acclaim that might be forecasted for such a monumental work. The more recent attempt to place an international language into the field is that of the followers of Basic English, not an artificial language, but a revision of a living one, devised by C. K. Ogden. This effort is now being presented to the popular mind as a means of communication in international trade and politics. Basic English has the advantage over many artificial languages in word economy. The 850 words of Basic English are not secured by any type of statistical method, nor are they the words which most often appear in the world's classics, but those commonly found in the definition of ordinary objects. One might grow tired however using the same sixteen verbs necessary to explain being and action, and the repetition of linking words and adverbs, but he will not disagree with the remark that Basic English has great possibilities for world-wide code communication.

Long before the first World War, persons felt a universal language successful for commercial use might serve the interests of world peace. Many educators, for example, were bending their effort to remove linguistic differences that were held to be a constant source of international misunderstanding. They pointed out that as long as the 1800 million people of the world spoke some 1500 languages, unity of effort toward peace was impossible. Of these languages, some 230 million people speak the Indian tongues, about 200 million the English language, along with some 120 million that have kindred tongues to English and belong in the Teutonic family of languages. In the Romance family are another 200 million, and in the Slavic section are some 190 million more. Even if a universal language could not be developed, many men thought that a language might be created for this Indian-European branch which has many common factors not only of language but of social customs and traditions. If common symbols of communication were devised, there would be less confusion regarding world problems, and men of Europe and India would have better understanding of one another and their common problems.



— Authenticated News Photo
Catholic Chamorros on the Island of Guam fill their tin-roofed churches. During the Japanese occupation many were afraid to come to church.

The Pro's and Con's

The first reason presented for the creation of this language was the need of a common language for the scientists and the philosophers. The need for one common language still exists, but even when Esperanto or any other international language was at its peak of popularity with publications and rabid followers, philosophers, and scientists made small use of it in scientific gatherings. Even granting any of the artificial languages is suitable for use of scientists or philosophers, this reason is hardly strong enough to warrant a student's interest in it.

The second reason for a world language is its service to world business and international trade. This reason makes sense to many young men and women who are not interested in the argument that Basic English with its sixteen verbs cannot be as effective in transfer values as English which has a remarkably "rich and subtle verbal system." They must check each artificial language to observe its own values. If few people are speaking Esperanto, it may have a remarkable system of creating its symbols, yet they will find it practically useless for international trade. Any arbitrary language to have value must have a wide following. Unfortunately few of the older systems of arti-

ficial communication have this world-wide membership that can share the meaning of symbols. Basic English is today struggling to raise its head above the criticisms of its weaknesses, but it will always remain a code language without the strength of the true English tongue. It may be a language to transfer certain meanings of value to certain professional and business groups, but it cannot be studied by anyone who expects to gain from it cultural values.

The third reason heard for an artificially created tongue is that it has values in removing causes of war, and in promoting world peace. Few people today find much in common with the idealists of the nineteenth century, who in poetry and prose preached the doctrine of the brotherhood of man, without expressing the correlative belief in the fatherhood of God, and the consequent doctrine of the obligation of creatures to a moral order. Ideas of the causes of war have been cruelly changed by World War II. The nineteenth century notion that learning a foreign language should bring more fun and happiness in the world now seems far fetched. The problem of removing linguistic barriers which have always existed still remains, but few persons will study a man-made language in the interest of peace. No reform in language can have an influence

on the god of war when greed whispers to him to sharpen his weapons.

The final reason suggested for the adoption of a universal tongue is its cultural values. This appears to be the weakest reason of all for its adoption. When any artificial tongue is created, it is stripped down to its frame. Its flexions are few; word economy and sparsity of its syntax are its characteristics; its symbols are written and pronounced phonetically; it is pre-eminently a code of communication rather than a means of expression. The nature of its structure precludes the possibility of its being a strong factor in mental training and discipline. Language, in both its written and oral systems, must be by its very nature a means of self-expression as well as communication. It must with equal ease express racial ideals, as well as manifest the physiological and psychological changes within the body. Can these ideas which change the very texture of the body be well expressed by an invented universal idiom? A linguistic code with a preponderance of nouns could comprehend with its representations a particular kind of thinking, but could not express the deeply rooted habits of living which require in any tongue expressions of diverse and intricate connections. The language of a nationality, and sometimes a race, has patterns of audible and vocal symbols peculiar to itself. These patterns are not the product of a few minds but of the ages. They came into being to represent a mode of life, cherished traditions, and objects of environment. They did not precede the ideas and the things they represent. National expression grew intertwined with its culture.

Even if an artificial language could be perfectly created, it would be subject to change since each group of people, separated by national and artificial barriers, religious, geographical, racial, would superimpose their own idiom on the man-made language. Do not the Americans speaking French or German frequently twist the foreign words around an idiomatic expression of their own tongue? The order of ideas are frequently confused. The foreigner speaking English likewise mixes his vocabulary or the word order of his utterance. The following phrases are examples of a kind of thinking rather than just an arrangement of words, "down by Schusters where the street car turns the corner round" or "the cabbage, she is in the soup." Would not thinking in different languages have a definite effect upon the idiom of the invented tongue?

Critics now maintain that any world-wide system of communication could be held to approved standards by a permanent commission patterned after the Académie Française. Mediums like radio, motion pictures, educational agencies would also be used to ward off dangers to the purity of the tongue. The refutation to this view lies in the fact that this commission would have no power to enforce its decrees. It would have no great body of speakers or writers using the invented tongue to establish a basis for an accepted usage. The powerful Latin tongue, almost universally used, and backed by the civil power

of Rome, and later by ecclesiastical customs, even with Roman traditions, and masterful literary models forming and maintaining its idioms, could not resist the influence of changing customs and new manners of living. It could not hold its syntactical form, or the construction of its symbols. It finally gave way before the Romance tongues, and even early in the ninth century, the Church directed its preachers to give sermons in the vernaculars of different countries. An invented universal language without traditions and without

great literary models could hardly maintain its own idiom.

Invented languages are for all practical purposes a system of communication which may be of great benefit for professional and business men who may need a code in order to transfer certain information one to the other. Unless a student has a specific reason for learning a code that is, at the best, a limited means of expression, he might better learn some language which might assure him some cultural benefits.

What Good Is an I.Q.?

*Sister Mary Corde Lorang, Ph.D. **

ONE of my students after a day's observation in an elementary school posed the question, "What good is an I.Q.?" I was tempted to answer "Not much good!" but feared it might quench the little bit of faith she should have in our intelligence measures, so called. As she told me the reason for her query it was easy to see what grave injustice can be done to children by faulty instruments in the hands of inexperienced teachers. Not that the teacher in this case was inexperienced as a teacher. She had taught long and well, but she did not have specific training in interpreting mental scales. Let us call the school, School X. In School X every child had been given a group mental test. It was not one of the best tests available, nor were the norms valid. In fact, it had been given in an effort to co-operate in establishing better norms. But this teacher thought the results infallible—they were the first I.Q.'s she had had for her class. She did not know that her administration of the tests (each teacher administered the tests to her own class regardless of the amount of experience she may or may not have had) might have been a variable error invalidating all the results. She did not know that Johnny rated the score of a subnormal because he was upset over the fact that his mother was not home to get his breakfast. She never dreamed that Lucy lost half the time waiting to be told to turn the page. Alfred broke his pencil and by the time he got another, he had dropped from the superior range to the upper levels of borderline. Sarah could not read very fast because she had forgotten her glasses and it all looked like a great big blur to her. She scored so very low—well, the teacher never imagined Sarah was a low grade imbecile, but it must be true because that was her score.

When my student visited this class, the teacher pointed out the various children and volunteered their I.Q.'s. She called two boys who were twins to the front of the class and

said in a stage whisper "Jim has an I.Q. of 109 but Tom only got 105. Jim is the brighter of the two." She had no idea that tests have probable errors. Had she given the very best individual intelligence scale on the market, probably she would not have been accurate in saying the four points difference in I.Q. had any statistical significance. They might be due to some error in the construction of the test or to some mechanical difficulty in handling the material.

No, an I.Q. is of very little value. In order to place a child, it is the practice to give three to five intelligence measures: performance tests, nonverbal scales, the Terman-Merrill individual scale, etc. At the *Child Center* of Catholic University, Dr. Gertrude Reiman, the psychologist, insists on five or more independent measures checked with influencing factors in the case history.

It is common knowledge that obtained I.Q.'s vary from day to day and from year to year. In a recent monograph ("The Relation of Emotional Adjustment to Intellectual Function," by J. Louise Despert, M.D., and Helen O. Pierce, *Genetic Psychology Monographs*, 1946, Vol. 34, pp. 3-56) case histories are given to show that children's obtained I.Q.'s may vary as much as twenty points due to emotional factors. In my own experience I have known a child to score an I.Q. of 78 due to retarded reading and to raise it to 97 after six months' remedial instruction. A fifth-grade girl scored an I.Q. of 116 in 1942; 77 in 1945; 108 in January, 1946; 98 in September, 1946. What is the interpretation? She is within the normal range.

Two girls were rated as feeble-minded but both managed to rate an I.Q. more than twenty points higher after instruction in reading. Neither could read a word at the time of the original testing.

We must not lose faith completely in our intelligence scales. Fallible as they are, they are all we have. They are valuable when used with discretion and intelligent interpretation. But they can be instruments of keen injustice when stupidly used.

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Some Thoughts for the New School Year

"These are the times that try men's souls."

How true were those words when first uttered! How much truer today!!!

The leading article this month points out the serious challenge to the very foundation of Christian civilization which is of the essence of the contemporary scene. The ideological and moral war now being waged is not for some small or large slice of territory, for moving a boundary line here or there, or for access to some raw material, or for a political or economic sphere of influence. It is a struggle for the souls of men.

This is the challenge of the new school year. It would be pathetic if the National Catholic Educational Association were permitted to drift as it was drifting before the war. Rarely a significant report dealing comprehensively with the educational problem on any level, occasionally a significant paper by an individual. Fortunately the association is taking a more positive stand, and chairmen of departments now understand that they have real responsibilities, and the Cincinnati Conference with the President General is significant of new responsibilities and new hopes.

No school and no teacher on any level can go in the old leisurely way, hearing the day's lesson, with the ultimate test, a final examination after which most or all

can be forgotten. The opportunity each day to influence 40 or more souls both for the good of the neighbor and for the good of the soul is no light responsibility. It is an infinite responsibility both for teacher and pupil. This is the way the Catholic teacher must conceive her responsibility. This is also the great opportunity each day of the Catholic teacher. Each day each teacher is the good shepherd. What a wonderful and Christ-like conception! What a joy to live up to it! How much it is needed only a glance about the child and student reveals. There are more than ever morasses, by-paths, miasmatic swamps, precipices, and dead ends on the pilgrim's progress to his long home.

Religious communities as well as the dioceses must invest more and more of their income in the actual work of education, and not in buildings or the paraphernalia of education. The tools must be provided for the teacher in the saving of bodies and souls. It is no great tribute to a religious community to have great real estate holdings, if its overwhelming preoccupation is not the souls it has saved and the good it has done to and among the sons of men. "Poverty" in this day may need a new definition for religious. Father McCorry's comments on "self-idolatry" should be taken to heart by all religious and lay people. A greater opportunity to serve God in and through Catholic institutions should be open to lay people. Naturally, a family living wage should be paid to such lay people. Here is also the source of an active intelligent lay apostolate in the political, economic, and social fields.

The student in the Catholic college, high school, and elementary school should be trained in the spirit of co-operation and of independence. The merely personal relation between the teacher and student should not be the basis of student activity. "I want to please teacher." "I want to get good marks." "She does not want you to ask questions—so why do you irritate her?" These are a few of the many expressions where the relation of teacher and pupil is merely personal. Students have duties, and they have rights. Let us cultivate these rights as well as the duties. Let us remember always that the educative process has one objective, the right education of the student, and the fullest development of his powers for his eternal and social welfare.

It would be a wonderful thing indeed if Catholic educational practice approximated in any way the Catholic educational ideal. The "lag" between the two is in too many places too great. Let us this year try to bring our practice nearer to the great idea implicit in the theory of Catholic education. Let us this year be more conscious of the relation of our day-to-day practice to the ultimate goal. Let us lose sight of no individual! Let us respect deeply the soul of each, and bring it to the fullest perfection it is capable of achieving in the providence of God.—E. A. F.

A Great American Principle?

In the June, 1947, number of *Commentary* there is a discussion of the "Separation of Church and State" by Professor J. M. O'Neill of Brooklyn College. Professor O'Neill is a Catholic and is called in the footnote to the article a "liberal." It opens up many aspects of the underlying problem of the Church and State and its relations to many of the specific issues raised in various parts of the country.

The specific problems that have been raised are presumably settled by the "great American principle of complete separation of Church and State." Professor O'Neill points out that this principle has been invoked to settle such questions as those of:

Mr. Taylor's appointment to the Vatican . . . of released time in public school for religious instruction, of school credit for such instruction, of public transportation for pupils of church schools, of Bible reading and prayers in the public school, of N.Y.A. and G.I. Bill of Rights funds for students in church schools, of tax exemption of church property, and of federal aid to parochial schools.

A principle of such far-reaching application should be rather precise and of fairly universal acceptance. In view of the fact the principle is quoted so generally in contemporary public discussion, even finding its way into legal briefs, it is well that Professor O'Neill asks the fundamental question as to the source and wording of this great American principle of the "complete" and "absolute" separation of Church and State. It was but natural that those informed on the practice of the American state and federal governments and thus acquainted with Constitutional law should not be surprised at Professor O'Neill's conclusion at the review of the evidence that:

"The so-called 'great American principle of the complete separation of Church and State' is not an American principle at all but only a spurious slogan."

We need not review the detailed evidence but some notice of the general position needs comment. The first question is who, speaking authoritatively for America, framed this principle? The answer is that there is no evidence of an authoritative formulation of the principle.

It is alleged that the principle is formulated in the first amendment to the Constitution of the United States. That amendment is, as you may recall, worded as follows:

"Congress shall make no law respecting an establishment of religion or prohibit the free exercise thereof."

This obviously is not the question of the complete separation of Church and State; it is the very popular subject of discussion in England as in America at the time of the adoption of the Constitution of the "establishment" or "disestablishment" of

a Church giving the single approved Church certain monopolistic privileges. No one now in America is in favor of any established church.

It is not our purpose to follow the history of the amendment, Madison's earlier formulation of it, the contemporary discussion of the amendment in America, and of disestablishment in England, the related proposals rejected by Congress, and the effect of the 14th amendment.

Professor O'Neill's conclusion as to the really underlying principle as to the relation of Church and State in America is fairly generally accepted by the people of the United States, Catholic, Protestant, Jewish, agnostic, atheist:

The principle that there shall be no established Church, no state Church, no organic union between the State and any one church is the only American principle in regard to Church and State that has any authority whatever. *On this principle there is no controversy in this country.*

The unfortunate thing about the use of this so-called principle as authoritative was that it has prevented honest and intelligent discussion of the specific issues among the American people. These issues are frankly controversial, and consequently they need to be discussed objectively, with all the data, and in terms of the common welfare of all the people, and in the light of the provisions of the constitution of each American state. This kind of discussion ought in the light of this editorial be encouraged and stimulated for the highest welfare of the American people. — E. A. F.

Deerfield Academy, Massachusetts

I had the pleasure recently of visiting one of the fine old New England academies — Deerfield Academy, in western Massachusetts, founded in 1797. It has a beautiful colonial setting, and the restoration and reproduction of colonial houses in the village of Deerfield is going forward with intelligence and taste because of the active interest and generosity of the chairman of the board of trustees of the academy, Mr. Flint.

If you are ever in western Massachusetts, by all means see Deerfield. It will be good for your mind and good for your soul. Especially good for your soul would be a visit to the Academy and its headmaster. If such schools were not a part of our heritage, we would have to create them. They embody a fine conception of education as an organization of the whole life of the individual. This sound idea has been used by totalitarian governments for evil purposes. Here its use is entirely beneficent and humane. If education is life and the continuing reconstruction of experience, then Deerfield is a genuinely educational institution, and what happens in these halls is genuine education.

They have a very significant practice at Deerfield that is worthy of comment. Deerfield Academy is naturally a tuition school — a high tuition school. That means many of the boys come from wealthy families — but not all of them. The school accepts boys — and it accepts all of its boys only after personal interview and signing up — a substantial number of whom cannot afford the tuition, but pay whatever they can or nothing. And no one knows — except the administration — who are the boys who do not pay full tuition, nor do they know each other as such. If the school would accept a boy, it would accept him whether he had money or not — a good American principle.

And the fine spirit of the place — its presiding genius — is the headmaster, Dr. Frank L. Boyden. It is a fine experience to come into the main lobby of the library, to come face to face, in a hall as it were, with this genial personality — not in a confined office, but, as it were, out in the open — not "cabined, cribbed, and confined." And, if you, a boy, a parent, or a former teacher, are around even for a little while, up he pops to say the word of greeting and extend the warm hand of welcome.

Here is a school where the headmaster has not lost touch with students and the desperately human character of education. Here the classical studies and the sciences are instruments of the formation of human beings. Here recreation and play and competitive sports are for all and for *re-creation*. Here is a citadel of education. — E. A. F.

Catholic Youth Movement II. Service Rather Than Leadership

It would be a good thing if Catholic colleges and the Catholic Youth Movement would talk less about leadership and more about services and work-to-be-done by students. Leadership ought to be a by-product of services well done. The demonstration of service would call the attention of the group to the disinterested quality of leadership it should want.

The sense of self-importance that comes to those accidentally placed in positions of leadership will ultimately hurt the cause and the character of the leadership. The danger is evident too in Catholic colleges where responsibilities are given to persons not equal to them, whether in administrative posts or teaching positions. It is true, too, in the organization of youth! If the results were merely negative it would not be so bad — might be even tolerable. But positive evil results. Such persons are immediately put on the defensive. They are fearful that their actions will be questioned. They become very positive. They build around themselves their own "iron cur-

tains," and keep in their immediate environment "yes men."

Let us in the youth movement keep talking about services to be rendered. How can I help? How can I prepare myself for service? Is my knowledge adequate? Do I understand the proposals? Would I rather gain a victory than be right? This road to victory may be a little longer, but it is more likely to be permanent.

Let us keep talking about jobs-to-be-done — service, not leadership. "He that is the greatest among you shall be your servant." (Matt. 23:11) — E. A. F.

Christopher Writers

A "Christopher" is a Christ-bearer. The Christopher writer is one who in his literary works carries the spirit of Christ, affirms Christian principles, and reveals the beauty and winsomeness of Christian values.

The purpose of the organization of Christophers is to encourage all Americans to bring Christian principles into (1) government, (2) education, (3) labor management, and (4) newspapers, magazines, books, the radio, and movies. This is an organization, and it isn't. There are no dues, and there are no meetings. It is a personal apostolate — an individual apostolate. "Each Christopher or Christ-bearer strives in a personal way to bring Christ into the market place." He does, as Carlyle says, the duties which lie nearest him. The movement is supported entirely by voluntary contributions.

"To encourage writers with a Christian sense of values, the Christophers," says the announcement, "will award a total of \$30,000 in prizes for the three best book-length manuscripts submitted before midnight, November 15, 1948. The first prize will be \$15,000; the second prize, \$10,000; and the third, \$5,000." The article in the *American Ecclesiastical Review* (April, 1947) says that the Christopher organization is interested in "fiction or biography, adventure, romance, mystery — in fact any choice of the individual, the only stipulation being that contributions be in accordance with Christian principles and not against them." The whole spirit of the articles indicates that fiction or biography or autobiography is wanted. It is not quite clear whether a series of essays on Catholic education, or the Christian Constitution of States, or moral and economic problems as solved in the Papal encyclicals would be acceptable. The selection of judges is excellent, particularly for fiction and biography — and not objectionable in any way from the more general standpoint. The question regarding essays may be settled in the full contest rules which may be secured from: The Christopher Book Awards Project, 121 East 39th Street, New York 16, N. Y.

Let us all help in this most intelligent adjunct to formal Catholic education. — E. A. F.

The Young Catholic's Social Life

Brother Raymond McGonagle, S.M. *

Many young men and women will be graduated from our high schools during the spring. Some of these graduates will go to institutions of higher learning, while more than half will be forced to seek employment and then do what they can at night school, and in various ways to further their education. When one considers that a great number have received as much Catholic training as they will be able to obtain in a regular class, the question of how they will meet the problems confronted in the outside world presents itself. They will have to become adjusted to new surroundings with more or less danger to their faith and Catholic ideals. At their place of employment, in secular institutions of learning, and in other contacts they will, undoubtedly, encounter radicals in a greater or less degree, while the insidious snares of communism will confront them at every turn. These dangers have been foreseen by their religious teachers who have tried to prepare youth to conquer them. Placed now much upon their own resources, the youth will have to depend largely upon church instructions, the Catholic press, and carefully chosen associates to keep alive their Catholic ideals. Is it not possible to help our young people in forming the right associates in a social way in our parishes and thus escape many dangers to which he otherwise would be exposed. Unfortunately the young people's contacts in a social way have not received as much attention in the average parish as serious thought might suggest.

During school years the young students had their class and other school friends besides the guidance of their teachers. Graduation has broken many of these ties, companions have left town for college, others have scattered, while the graduate who has taken the car to the edge of town for class, settles in his home parish almost a complete stranger. These newcomers as well as the young people in general of the parish, desire acquaintance and companionship, but they are usually confused and helpless. Does the parish not have some social clubs to come to the rescue? When one reads the many questions sent to Catholic papers, the many letters sent to social editors, he is inclined to wonder why the *Sunday Visitor* and the *Extension* are the only Catholic papers which seem to welcome the opportunity to be of help in solving social and marriage problems for our young people. Many diocesan papers could give better service for our young people, making it unnecessary for them to refer such questions to social editors of secular papers, who frequently give advice contrary to the ideals of our faith.

One wonders why young people, even from our Catholic schools, should not have received a better understanding of the fundamentals of what will be the life vocation of the greater number; why they should be so confused on matters of courtship and marriage, which

leaves the impression, or rather a well-grounded conviction, that the religion course in our Catholic high schools, could profitably be revised without becoming too modern. Of course many of the questions young people ask come within the domain of dogma, moral, or canon law, and have to be answered with a, "Consult your confessor" but most of such questions are for social advice on how and where to make social contacts and keep within honorable limits. Acquaintances made now will very likely influence their choice of a life partner. Even a casual look at the many mixed marriages in the average parish; the number of broken up homes and their train of evils, might cause one to ask: if some prudent and sympathetic guidance could not be given in a social way with a view to reducing mixed marriages as well as giving our young people an honest feeling that they belong?

It is perfectly normal for young men and young ladies to desire to make the acquaintance of one another and to have social contacts without being considered silly. The apparent lack of interest and sympathetic understanding from those in authority is a definite stumbling block for our young people in general. Young people who are not of our faith are found easier to meet than Catholics. This does not mean that they are classed as bold or forward, but being taught in coeducational schools, with a sort of social get-together before their religious services, the effect is, that friendliness comes natural to them. Converts especially feel lost in unsociable Catholic surroundings, an attitude that has

become known as, "The Catholic Cold Shoulder."

Pamphlets have been written endeavoring to give young people some council and advise on questions of courtship and marriage, and the friendships formed by social contacts. With few exceptions these pamphlets are cold and stiff with an artificial tone which tend toward giving a scrupulous view of mixed friendships, and instead of being a help, only add to the confusion, leaving the young person with a half resentment at an attitude taken upon friendships and mixed gatherings, even of a refined, supervised nature. A number of little books on courtship, in which the pastor giving advice is styled as a witty Irish priest, are circulated from a northern diocese. They have the one and only scene of an Irish pastor and head Sister giving advice to some graduates who stopped for a visit in the convent parlor. These pamphlets certainly take a mighty lot for granted in how well homes are fitted to entertain select friends and for making social contacts when, where, and of the right kind around a parish. An Irish witticism does not answer a problem, and while they have the imprimatur, they certainly go the full limit plus, in prohibitives and warnings that have a tendency to falsifying the immature conscience. The pamphlets written by John A. O'Brien, the writings of Rev. Daniel Lord, and the articles by Miss McGill in the *Sunday Visitor* are filling a long felt want. They are written in a style to give a clear Catholic attitude without disquietude and should be in every parish pamphlet rack.

The Deaf and the Hard-of-Hearing

Florence A. Waters *

EVEN as the above title is written I expect to run into the usual controversy on this subject and many shades of opinion. Up to comparatively recent years, that is, before hearing loss of any type or degree was given close scrutiny, all persons defective in this sense were "deaf" or, as in the backwoods, "deef." Then came the dawn.

Just Deaf

There is no question of the educational or social status of the child or adult who was born without hearing and who, consequently, failed to acquire speech in the normal manner — through imitation of heard speech. This child's problems are perfectly obvious and are met for him in any of a large number of private and state schools for the deaf. Even though he be taught to speak through artificial means and to read the lips with some skill, he is still deaf.

Occasionally, we meet the child deaf from birth who has sound perception. That is, he is able to catch some grosser sounds with or without a hearing aid. But this is far from saying that, fitted with a modern aid, he may proceed to pick up speech through the ear and learn to interpret heard speech. An expensive aid should never be purchased on such assurance from any but a recognized educator of the deaf who has made a thorough study of the individual child's hearing and mental equipment. Certainly no child who has no hearing beyond sound perception may be classified as "hard of hearing."

Hard of Hearing

Who then are the hard of hearing? The hard of hearing, in the first place, are sound conscious and always will be. They experienced normal hearing long enough to have acquired indelible mental impressions of all sound and of normal social communication. It follows that they acquired speech and language in the

*St. James High School, San Francisco 10, Calif.

*992 Dayton Ave., St. Paul 4, Minn. Member of the staff of *Epheta*, a Catholic magazine for the deaf.

normal manner. In some cases the hearing defect of whatever degree remains static. In others there have been years of gradually lessened acuity, during which time these people continued to absorb much of what sound contributes to any normal life, especially that of the human voice. They still hear conversation but with more or less difficulty. They are *hard of hearing*. The true *hard of hearing* child has no place, or should have none, in a school for the deaf.

With a smaller number hearing loss has progressed finally to total deafness. Yet another group has experienced rapid progression of the defect, or a severe degree of impairment, even total deafness, with more or less sudden onset. Though this may happen in youth, we emphasize the point that a sound language background and the normal mental impressions of the hearing world remain.

The Deafened

Right here we enter the controversial field. How classify the youth or adult who has lost practically all hearing after having enjoyed years of normal or nearly normal hearing? And what about the child who has become severely or totally deafened after having acquired normal articulation and a vocabulary suitable to his age? Are these one with the congenitally deaf? Certainly, a literal interpretation of the term "*hard of hearing*" cannot include one who has *no* hearing.

An important question is: At what age did the loss become total, or so severe as to discount the possibility of benefit from a hearing aid? Where this has happened in adult life two points of view have been given more or less publicity. One favors the term "*deafened*" to differentiate between this per-

son and one who has never had the faculty of hearing and is, therefore, "*deaf*." The second point of view insists that the term "*deafened*" is confusing and misleading and therefore only two classifications should be used for the hearing handicapped, "*deaf*" and "*hard of hearing*," the former being divided into two groups: the congenitally and the adventitiously deaf. This latter point of view considers only the condition of the hearing, that is, functional, though defective, or non-functional. The former point of view takes into consideration the mental, speech and language development, even where the hearing is no longer functional.

Outlook Optimistic

Where total or severe deafness appears in later childhood or adolescence, the question of higher education and special training enters the picture and increases the number of angles from which to view possible classifications for the victim. Superior intelligence may override many of the obstacles that beset the young person's path, and he may, through sheer determination and courage, hold his own in the familiar environment he believes to be rightfully his. The world may call this young person deaf, yet he is not one with the congenitally deaf.

A Special Problem

Finally, there is the child of younger elementary school age who loses all or practically all hearing within a short time. Though this child may have acquired normal articulation and a fairly good command of language, his education is in the beginning stage, his vocabulary is that of early childhood, and his extremely limited experience with the normal

world of sound may fade from memory. Educationally speaking, this young child is *deaf*. Trained teachers of the deaf should be in charge of his education.

Reviewing the situation, it is quite evident to even the casual observer that care must be taken in the educational classification of the child or adolescent who is not normal in hearing. Grave mistakes may be made in the education of this child that may deprive him of the fuller life his potentialities indicate, and of full spiritual maturity.

Social Classification

As for the social classification of hearing handicapped adults, differences have been termed sheer nonsense. There is too little space here for analysis of the mental attitudes that separate one group from another. Even though classifications be dropped by the wayside, I believe each hearing handicapped person will gravitate eventually toward his own kind, that is, toward his own mental level, toward congenial personalities and common interests, whether these be found among the hearing, the partially hearing, or the nonhearing. It is quite likely, however, that each will seek much of his companionship within the group in which he received his education, and in which his social opportunities are most abundant.

There are times when classifications are demanded. In discussion of this handicap and its treatment among educators, social workers, and spiritual directors, clear-cut distinctions should be made, especially between the true deaf and the true hard of hearing. Unless each understands what the others mean, no comparison of experiences can be made, and only confusion results.



Catholic Press Exhibit at St. Peter School, Riverside, N. J. Sisters of St. Francis, M.C., of St. Anthony Convent, Syracuse, N. Y. The visitors are Most Rev. William A. Griffin, Bishop of Trenton and Very Rev. Adolph Bernholz, O.F.M.Conv., Pastor of the Parish.

Practical Aids for the Teacher

Christ Speaks to Youth

Hear the Word of God

*Brother Eugene Streckfus, S.M. **

An intensive study of the life of Christ could well be placed in the third year of high school. The emotional life generally reaches its peak at this age, and reason is just beginning to assert itself. The intensive study of the Gospels would provide a model and inspiration for this age of turmoil. The incoming juniors would have been taught numerous passages of the Gospel as supporting texts for their previous religion courses. The lower divisions of high school could reasonably be expected to point their courses toward the life of Christ and His Blessed Mother without infringing too much on their foundation studies. If the life of Christ is to be a core study for Catholic schools, it is difficult to understand how an intensive study of same could be neglected for the so called integrated programs. Although the integrated religion program seems to be a very systematic procedure, still, since most of the material will eventually come from the life of Christ, it is necessary at one time or another to dig deeply into this prime source.

Preparation to be Expected

When Catholic students arrive at the junior division of high school they are expected to enumerate, "in English," the Commandments of God and of the Church, the Sacraments, etc. They could be expected to recite in "English" the Our Father, the Hail Mary, the Apostles' Creed, the Acts of Faith, Hope, Love, and Contrition, the miraculous Prayer, etc. Incoming juniors should have had, by this time, as their Catholic heritage some definite ideas concerning Catholic devotions as first Fridays, novenas, Rosary, scapulars, religious and priestly vocations, etc. By this time the weekly missal would have been a familiar article in the hands of the Catholic junior.

Junior Psychology

It would be well, at this junior emotional period, to recall some characteristics of the type of student who is to be taught. It is true and of faith that man is a reasoning creature, but as a matter of fact emotions of one kind or another deeply affect his life, actions, and ways of thinking. The reaction of the physical part of man against his reason is highest at or around the junior stage of school life. Action of one kind or another such as parties, movies,

fight, athletics, seems to be the sum total of life for him. The physical body is reaching its peak of development; the junior will begin to try out his newly found powers. It is very important, then, not so much to instruct as to educate in the religion period. To educate an emotional student calls for a knowledge of his whims, fancies, and ideals—both good and bad. The junior religion teacher should attempt to find what makes a junior *click*, so to say. It is a generally accepted principle of education that we cannot teach unless there be a corresponding learning process on the part of the one being taught. "We teach only to educate." To employ adult methods, examples, and comparisons, is anticipating the future. A junior in high school is not too much interested in what will happen years hence or even months from now. He lives in the present, but the teacher may use the present to lead him gently to the next step—adult life and reason.

Psychology With a Capital "S"

Purposeful outward acts may lead to the corresponding mental attitude. The correct purposeful folding of the hands, oral prayers, and pious attitudes in general can be used as powerful tools to reach the interior disposition. These acts are not an end in themselves. Judges in a circuit court find that criminals are less apt to falsify when they are placed in a physically lower position with respect to the judge. In general, more respect and attention may be gained from a teacher's desk that is placed on a suitable platform or a standing position. A teacher's platform has a useful purpose of permitting the teacher a clear view of his listeners and clarifies the view of the student. A teacher parading up and down the classroom trying to rest his weary legs from the results of hard floors gives the class the "jitters."

Purposeful inward acts or thoughts can readily elicit corresponding outward acts. As a matter of fact many actions are premeditated. It is important to suggest this as a means for our juniors to acquire correct ways of acting, speaking, or praying. A truly religious boy, therefore, would be cultured, considerate, modest. Correct inward convictions, thoughts, mental attitudes can and do suggest corresponding outward attitudes, disposition, and acts.

A student of the junior age is looking for a real hero to imitate. Acts of bravery win his affection, admiration, and imitation. In many

instances he is unable to distinguish between real bravery and criminal audacity. An inspired teacher should have little trouble in convincing his students that Christ was the greatest Hero that ever lived and that He deserves attention as such—also imitation. Just to read the Holy Scriptures is not sufficient for a third year high student; he needs an inspiring teacher as a guide.

The teacher gives the correct underlying Catholic attitude and as much as possible permits the students to think out the correct solution. A religion teacher who simply rehashes his previous college religion notes year after year doesn't know, "what the score is." If a junior class teacher is out-of-date he should request a number of his homeroom students, for several afternoons, to stay after school for an informal discussion of their problems and doings. It won't take them long to inform him what puzzles them or what they find difficult to solve for the correct Catholic answer. The teacher will be surprised with the results and will also obtain a slant on the ways that his boys think and feel toward religion as well as the teacher's method of teaching religion. It must be a very difficult thing for a teacher to conduct a religion course for a group of boys who are strangers to him!

Assignments and Large Classes

It is to be expected that when a teacher assigns a lesson that the students know exactly what they are to do; to study, solve, or write. It would be time well spent to teach boys just how to study. As students, they have duties of state, the most important of which would be to study and to learn. If necessary take time out to do this. A good teacher should not lean too heavily on the fear of monthly grades as a stimulant for studying and reciting. A teacher who needs grades as a major stimulant to force students to study will get almost exactly what he requests in knowledge but little thought and interest. Fear has its place in our life and the hereafter but, since Christ walked the earth, it has been replaced mostly by love. There is no act of fear, but there is an act of love! Fear, as used in a Catholic sense is seldom to be interpreted as a servile attitude. Fear, probably, never gained an apostle but had its share in hanging Judas! At the most, fear and awe are means to attain a greater end. It is fondly to be hoped that teachers never deceive themselves into believing that since they strike fear into the hearts of their students that they are accomplishing things in the field of education.

In many instances, the religion class will be rather numerous. It is said that with smaller classes greater efficiency will be gained and more personal attention given to each student. Theoretically, this can hardly be denied. Practically, the proposition will not stand without proof. The validity of this statement depends on the individual teacher. A small class is less work, and better order can be maintained in

*North Side Catholic High School, St. Louis 13, Mo.

some cases. But it would be better to go to some inconveniences to allow the students to attend our Catholic schools and obtain average results than to have smaller classes, forcing many to public schools, and obtain a doubtful efficiency. Some teachers classify themselves with the mental age of their students and are unable to distinguish between likes and conveniences and a greater amount of good to be done. Even though a student were not acquiring a perfect efficiency in his religion class because of excessive enrollment, he is kept away from bad company while he learns and sees his religion in word and action. If the enrollment becomes too great, *learn to be a better teacher* and hire a boat, figuratively speaking.

Religion Spelling

Correct spelling should be considered an essential part of any course in school. In itself, spelling is a dry and formal process, but when words are taken along with their textual meaning and mastered, the whole process becomes a valuable educational procedure. In the oral or written form, words are employed to communicate our ideas. The latter is not to be forgotten as a Catholic process of Catholic Action. Words are capable of recalling ideas, and Catholic ones at that. Spelling, except for formal contests, should be mastered as much as possible with the textual ideas to which it is related. A student can be said to know things when he is able to say or write them in good English form. The correct writing of religion is an essential form or aim of the religion syllabus. A chapter is mastered if and when it is known in its entirety, including its formal aspects. Simple words can be used to review a whole chapter if care was used to impress them on the mind of the student with an idea in their correct form.

Class Recitation

A boy in the emotional age vitally needs heroes, heroic action, and heroic leaders. He is highly impressed by the superman. At the junior age, boys may as well be told that, although certain actresses or models are fair to behold, they seldom if ever increase our love for and veneration of the Blessed Virgin. Mary should be the Queen of their hearts, the Virgin most pure. A junior boy needs an ideal; one who is pure, noble, masterful. He hungers after real heroes. Jesus, their hero loved His Mother. He was obedient to her, worked for her and above all made for Himself the most perfect Mother who ever lived. Our students could not suggest another thing that God had neglected to do for her and still have her as His mother! A red-blooded American junior naturally will love and respect the best of all women — Mary. She will readily crowd the fleshy, attractive type of women from their mind. An automobile, some alcohol, and an evil girl mixed together become as powerful as an atomic bomb, at least in its effects.

In class discussion and questioning the teacher must distinguish between interest and real value. Things are not to be judged solely in the light of interest or dislikes or even likes. Likes and dislikes are very apt to lead

one astray if not subjected to reason. Teach the students by word and example to analyze their desires in the light of reason and Faith. Emotions were created by God for a purpose, and they should be kept within limits. Many attempts, futile attempts, are made to settle the morality of dates, courtships, and other interesting controversial points of religion in the classroom. These discussions are indeed interesting to the students but seldom seep beyond the imagination and the emotions.

One Cannot Save a Soul After Twenty Minutes

Lengthy instructions and involved explanations are very conducive to sleep and whisperings among the long-suffering students. That is their only defense! The teacher should make an honest attempt to speak to and for those in front of him; to inspire interest and attention. It is rather a difficult assignment for an adult to sit still and listen for one half an hour to something that he does not understand and doesn't even touch him. To ask numerous rapidly fired questions leads to attention but seldom to knowledge and education. The acquisition of scattered and often disconnected facts is not education. The knowledge of facts is a tool to education but not an end in itself.

The method of presentation must be varied from time to time. Scattered questions and answers, often speeded up to gain the attention of the unwary supervisor really eases up the process of marking grades or throwing "dust" in the eyes of the supervisor, but in most instances are a loss of time and energy. From time to time the teacher should get honest answers from his students as to how they respond to his religion course. It is taken for granted that his students will be prevented from playing him for a "sucker." Prudence will be required on the part of the teacher when such a procedure is followed. Some say, "Never write a secret or tell it to another!" Be that as it may, about the same thing counts for a teacher of religion. Students' secrets are to be kept confidential, or else the

source will soon dry up, and the teacher will be mistrusted.

Teacher Example

Just as the teachers check on their students, so the students check on their teachers. Boys in particular will soon discover whether or not the teacher believes what he teaches. Students will very rapidly discover if the teacher loves to teach or is just too lazy to find another more interesting occupation! If students are to practice patience, they'll learn it from their teacher. The students study their religion teacher in particular. They think the teacher should "know the score" and practice what he preaches. It is pitiable for a teacher, for instance, to pass remarks about the sacrament of matrimony, "There goes another sucker!" A knowing wink greets the teacher who makes slighting remarks about females.

Our Lady in the Life of Christ

It would not be expecting too much to have a junior religion class memorize the scenes of the Annunciation, Nativity, Visitation, etc. An oral recitation of the complete life of the Blessed Virgin would not require more than twenty-five minutes for the better students and ten minutes for the poorer type of student. This section of the New Testament gives the religion teacher a splendid chance to drive home the doctrine of the filial piety of Jesus, our Divine Model, toward His most holy Mother. Tyrannical methods never lead to real inspiration and love. A teacher should not expect the same from all types of students. It is to be expected that a student who doesn't go to Holy Communion at least once a week, will seldom be able to give much more than lip service. It is an easy matter to teach love of Christ and His Blessed Mother to a student who always attempts to keep himself in the state of grace.

A careless attitude fostered during the recitation of class prayers can cancel and annul many days of instruction and exhortation. Hastily recited class prayers could just as well be said or recited by a Chinese prayer wheel or a phonograph record. Almighty God is entitled to exterior worship as Creator of the whole world. Since God is our Father in the real sense of the word, we must be careful not to drift into the opposite of the above — formalism.

Since Friday and Saturday dates are very frequent at this age it would be well for the teacher to lay down the real basis for respecting women — in general. If a student goes to Holy Communion without the obligation of first going to confession after a Friday or Saturday night date, all is well. Tell the students to have all the good fun they want, the sky is the limit, *as long as Jesus is with them on the date*. From time to time the question of vocations can be prudently brought up. Matrimony has plenty of advertisement and enticements. The students cannot take it amiss if we, from time to time, do a little propaganda for the priesthood and religious life. In fact, if we don't, the students may think that we do not love the higher states.



— C. W. Rosser in "The Catholic World," Chicago

A Logical Sequence for Chemistry

*Michael J. Nagurney **

Chemistry is a subject to be studied in logical rather than historical sequence. The proper aim in the study of chemistry should be an understanding of the fundamentals rather than a memorizing of formulas and equations and absorption of the history of chemical progress. Success in the study of chemistry depends upon the student's ability to grasp the fundamentals and to wield them in whatever direction necessary to accomplish a good understanding of his problem and to develop it to a successful conclusion.

Chemistry is a subject of logical sequence everywhere but in the high schools and colleges of the country. To confirm this point one need only gather the textbooks of the elementary course before him and make a short study of their order of presenting the topics. Almost without exception the subject sequence is in chronological order, beginning with an historical introduction which narrates progress to the middle of the 18th century, then through oxygen (discovered in 1774), hydrogen (discovered 1776), and chlorine (discovered in 1774). A chapter on water is sometimes interjected because of its intimate relationship to the two earliest discovered gases. Later the texts broaden their field to include chemical knowledge not only of the elementary type but even of the most advanced categories. The situation develops into a most difficult learning process for the beginner.

The historical sequence not only makes the learning of chemistry difficult but it builds a psychological point of view which places the student beginner at a disadvantage. This is due to the necessity of memorizing a large amount of the subject matter. Learning dependent upon memory alone is a result of the historical sequence in our texts, which leaves little or no room for logical development of the subject matter in the mind of the pupil.

Occasions arise during the early part of the course when a pupil begins to seek causes. The learner is not satisfied to be told that Priestly obtained oxygen by heating mercuric oxide or that oxygen may be obtained from potassium chlorate. He is skeptical even when he himself produces the gas in the laboratory unless the laboratory work had been an entertainment rather than a learning process. But, when occasionally a pupil asks how come oxygen was liberated from mercuric oxide or potassium chlorate or water or any other compound, the teacher, being limited as to time by various factors, usually does some little explaining and then summarizes: "We shall take that up later." The teacher has in mind the chapter on electrons, protons, and the atom, but activity of electrons seldom

enters the explanations because the text has scheduled things differently and perhaps the teacher himself is somewhat confused by the sequence of textbook subject matter.

There are in the mind of the teacher many delaying factors which lead to weak explanations and some confusion due to the lack of logic in the order of the topic presentation. The rigid schedule necessitated by the accumulation of subject matter in the elementary course prevents much deviation. Plans to bring up the fundamentals of chemical behavior at a later date according to the textbook sequence makes explanation of phenomena of particular behavior seem unnecessary at the moment. The teacher generally has the picture of the schedule clearly in mind but sometimes fails to realize that the matter is completely foreign to the pupil because of the peculiar topic sequence of our books.

The failure to understand fully the subject matter and the repeated promise of future explanation erects in the mind of the pupil an aura of mystery concerning the study of chemistry. Before much of the year has passed the mystery theory takes definite form in the

learner's mind. When finally the fundamentals are approached for study the aura surrounds them so thoroughly that their simplicity itself is confusing. Hence, learning becomes even more difficult than was the memorizing of the facts presented earlier.

To remedy the situation, elementary textbooks of chemistry must be rewritten. The order of topic presentation must be scrambled and then rearranged in the new books from a logical point of view. History must fade into the background, and the position of importance must be assumed by the reasoning factor. The psychological disadvantage aroused by the aura-of-mystery methods must be replaced by the positive advantage of beginning the course with an explanation of fundamentals that govern chemical behavior. The course must be developed from that point on in a manner which will make learning simple because it is easy to understand. Memory work should be held to a minimum and confined to fundamental laws and definitions. There should be no requirement to memorize valences, formulas, equations, and such, because these can be determined from a knowledge of the elementary chemical particles.

The time has arrived to make the study of elementary chemistry a scientific procedure. Although some teachers have been struggling with present textbooks to make their course a logical one, there is a crying need to rewrite the books and ease the whole teaching and learning situation.

For the Fourth Grade

A Unit on Switzerland

*Sister M. Rogeria, C.S.A. **

In presenting this unit on Switzerland I used the psychological approach in preference to the usual logical approach. In my teaching experience I have found that children are most vitally interested in people, their mode of living, their clothing, their activities, and their sports. Beginning a unit with these interests provides the incentives necessary to make the less desirable information, from the child's point of view, concerning boundaries, location, and climate, vitally interesting and important as it becomes functional during all discussion periods.

In preparation for the wide reading necessary to gain the required and desired information and as a guide for consequent discussions, the class was guided in the making of outlines as useful tools in synthesizing information.

These outlines functioned exceptionally well in the written work which followed as the basis for both group and individual compositions.

The use of graphs is a fine means of making comparisons, clinching facts, and broadening

the knowledge of children. I have included some of the children's individual and group compositions, outlines, and graphs at the close of this unit.

I. Unit of Instruction — Switzerland

II. Objectives

- A. To aid the children to obtain useful and valuable information about Switzerland
- B. To teach the children to realize more the kindness and goodness of God
- C. To aid the children to develop a good writing and speaking vocabulary
- D. To show the relationship between the geography of a country and the life of its people
- E. To aid the children in understanding how one country depends upon another
- F. To aid the children in synthesizing materials to co-ordinate similar ideas from different sources
- G. To aid the children in making and following an outline
- H. To aid the children in using technical terms

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- I. To develop courtesy, group co-operation, and tolerance for the views of others
- J. To aid the pupil in discriminating between the important and unimportant when reading reference material

III. Approach

- A. General discussion on Switzerland
- B. Use of pictures
- C. Arouse interest in the people of Switzerland

IV. Problems

- A. Types of homes the people of Switzerland build
 1. Swiss chalet: exterior—made of wood; small windows, shutters; steep roofs; wide eaves; galleries all around house; stairs outside; stone basement. Interior—two rooms: (a) kitchen and dining room; (b) living room and bedroom; neat and comfortable; large stove; beautifully carved table; plain chairs and table; clean curtains, warm rugs.
 2. Herdsmen's hut: made of wood or stone;

cowshed attached; steep roofs; stones on roofs.

3. Hospices: made of stone; kept up by monks; contain fuel and first-aid equipment; St. Bernard dogs there.

4. Hotels: made of wood in valley; made of stone on mountain sides; accommodations for travelers.

B. Kind of clothing the people of Switzerland wear

1. In the cities: people dress like Americans; materials used for clothes: wool, cotton, silk, rayon.

2. In the villages: gaily colored costumes; women wear long skirts, half sleeves, velvet vests with rows of silver buttons and chains, curious head dresses varying in different parts of the country; men wear hats with a feather or a flower, woolen suits knee length, white or light-colored blouses, woolen socks to the knee.

3. In the mountains: woolen socks, heavy underclothing, raincoats, heavy shoes with nails in the soles; alpenstock, knapsack.

C. Kinds of foods the people of Switzerland eat

1. Animal foods: meat, milk, cheese, butter.
2. Vegetables: potatoes and turnips for winter use; other vegetables for summer use.
3. Cereals: oats, rye, barley, wheat.
4. Fruits: grapes and cherries for wine; apples, peaches, and pears for ordinary use.
5. Nuts: chestnuts, walnuts.

D. Recreation of the people of Switzerland

1. Sports: skiing, tobogganing, skating, mountain climbing, boat riding.

2. Scenery: magnificent mountains—Alps: snow capped, forest covered, pasture lands, green valleys, deep canyons and glaciers, beautiful lakes, waterfalls, and rivers, sunshine most of the time.

E. Industries of the people of Switzerland

1. Hotel-keeping: many tourists during winter and summer; leading industry.

2. Manufacturing: watches and clocks; textiles: cotton, woolen, and linen goods; silk and rayon; machinery; jewelry and music boxes; medical instruments.

3. Farming: grain, vegetables, fruit.

4. Dairying: goats' milk, cheese for everyday use and for sale, cows' milk, condensed



Einsiedeln, a World Famous Pilgrimage Resort in Switzerland.

milk, milk chocolate, and butter for sale.

5. Wood-carving: furniture, toys, articles as souvenirs for tourists.

6. Embroidering: laces, knitting, weaving.

F. Transportation in Switzerland

1. Animals: donkeys are sure footed, strong, fearless, on narrow passes; oxen are slow and clumsy but strong, and are able to pull heavy carts on wider mountain roads; dogs are strong, inexpensive, and can travel easily through narrow streets of the village.

2. Vehicles: railroads, automobiles, bicycles.

3. Waterways

G. Religion of the people of Switzerland

1. Complete liberty of conscience. Protestants are found in twelve cantons; Catholics in ten cantons.

H. Education of the people of Switzerland

1. Free and compulsory
2. Rank among the best educated and most intelligent people of Europe

3. Excellent schools

4. Many universities

5. English also taught in schools

I. Language of the people of Switzerland

1. German spoken in sixteen cantons

2. French in five cantons

3. Italian in one canton

4. Many can speak two languages, especially English

V. Activities

A. Art

1. Frieze on sports

2. Frieze on tree line, snow line, etc.

3. Mountain scenery, lakes, etc.

4. Avalanche

5. Book covers

B. Music

1. "Alpine's Shepherds," *Songs of Many Lands*, Ginn & Co.

2. "The Alpine Shepherd," *The Silver Hour*, Silver Burdett.

3. "The Two Cuckoos," *Hallas Dann, Second Year Music*, American Book Co.

4. Rossini, William Tell Overture — Victor Records.

5. Mein Herz'ges Dirndl — 5127 F — Columbia.

C. Literature

1. *Our Little Friends of Switzerland*, Frances Carpenter, American Book Co. 80 cents (3-5).

2. *The Swiss Twins*, Perkins, Houghton Mifflin, \$1.75 (4-6).

3. *Jo, the Little Machinist*, Spyri, Thomas Y. Crowell Co.

4. *Heidi*, Spyri, Rand McNally Co.

5. *Moni, the Goat Boy*, Spyri, Grosset & Dunlap 50 cents (4-5).

6. *Kobi, a Boy of Switzerland*, Mary and Conrad Buff, The Viking Press, \$2 (4-6).

D. Language

1. Creative poetry

2. Group compositions

3. Individual compositions

4. Drill on technical terms: Alps, alp, alpenstock, knapsack, chalet, glacier, crevasse,

chamois, avalanche, plateau, mountain pass, tree line, snow line.

5. Tests

E. Physical Education

1. Kinderpolka

2. Go from Me

3. In Summer

4. German Klapdance¹

F. Religion

1. Goodness of God in providing for the people of Switzerland: food, shelter, clothing.

2. Providence of God: natural resources, beautiful sceneries, healthful recreation.

3. Mercy of God: hospice — monks, churches, priests, sisters.

VI. Other Activities

A. Use of large map for group work

1. Location of cities, mountains, rivers, lakes

B. Use of small outline maps for individual work

1. Locate and draw Alps, Jura, and the central plateau

2. Locate cities and tell for what each is noted:

Bern — capital, bears' pit, famous clock tower

Zurich — largest city, manufacturing of textiles

Basel — beautiful silk ribbons, paper, dyes

Geneva — clocks, watches, jewelry

3. Find source and trace course of main rivers: Rhine, Rhone, Po, Danube.

4. Locate and draw principal lakes: Lucerne, Constance, Geneva, Zurich.

C. Use of graphs

1. Circle graph: division of land

2. Bar graph: languages spoken by the Swiss

Samples of Children's Work

Outline

I. Types of homes

A. Hotels

1. In the valley

2. On the mountain sides

B. Hospices

1. High up in the mountains

2. Kept up by monks

C. Chalet

1. Exterior

2. Interior

D. Herdsmen's Hut

1. On the mountainside

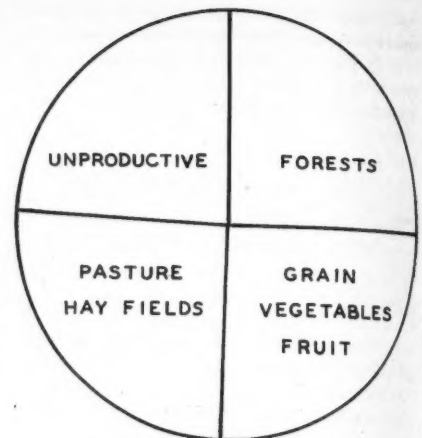
2. Herders live there during summer months only

Individual Compositions

THE HOSPICE

The Saint Bernard Hospice is built way up in the Alps mountains. It is very large. It is made of stones. The interior of the hospice is neat and clean although the monks are not wealthy. The monks spend their lives helping lost travelers.

¹These music numbers are in *Folk Dances and Singing Games*, by School Sisters of St. Francis, 1413 South Layton Blvd., Milwaukee 4, Wis.



Land Division of Switzerland.

The monks have big dogs that are called Saint Bernard dogs. They send these dogs out to find lost travelers. When the dogs are sent out they always have a little keg around their necks. In the keg is something to eat and something hot to drink.

THE HERDSMEN'S HUT

The herdsmen's huts are found on the mountainside. They are much higher than any of the chalets. They are used in summer when the herdsmen take their goats high up in the mountains to eat the green grass. These huts are made of heavy logs so as to resist the strong winds or an avalanche. In fall the herdsmen leave these mountain huts and go back to their chalets in the village.

Group Composition

CLOTHING OF THE SWISS PEOPLE

The people in the cities dress differently than the people in the villages and mountains. They dress very much like we do. Their dresses are made of wool, silk, or cotton. They get the wool from their own sheep. The silk comes from Italy, and the cotton is shipped from the United States.

In the villages the people still wear old Swiss costumes. The women wear long skirts, short-sleeved blouses, black or red velvet vests trimmed with rows of silver buttons and chains. The men wear knee pants, light-colored shirts, and black velvet vests. They always have a flower or a feather in their hats.

In the mountains it is very cold so the people dress very warm. They wear caps, warm suits, heavy underclothing, woolen socks knee length, and shoes with nails in the soles. These people always carry with them a raincoat, alpenstock, and knapsack.

Outline

I. Industries of Switzerland

A. Hotel-keeping:

1. Keeps thousands of tourists winter and summer;

2. Tourists provide work for many Swiss people.

GERMAN - 16 CANTONS**FRENCH - 5 CANTONS****ITALIAN - 1 CANTON****TOTAL NUMBER OF CANTONS - 22***The Languages of Switzerland.***B. Manufacturing:**

1. Watches, clocks
2. Music boxes
3. Jewelry
4. Textiles

C. Dairying:

1. Cows' milk, butter, cheese for sale
2. Goats' milk, cheese for home use and for sale.

D. Farming:

1. Hay
2. Grain: rye, oats, barley, some corn, and wheat
3. Vegetables: turnips and potatoes for winter use; cabbage, beets, and others for summer use
4. Fruits: grapes and cherries for wine; pears, apples, peaches

E. Wood carving:

Furniture, toys, souvenirs

F. Embroidering:

Laces, knitting, weaving

Tests After Reading and Discussion Industries in Switzerland

Manufacturing	Dairying	Farming
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.		4.

Wood-Carving	Embroidering
1.	1.
2.	2.
3.	3.

Graphs**I. Circle Graph to show division of land:**

1. One fourth is forest land
2. Nearly one fourth is unproductive
3. One half of the remainder is used for farming and one half is pasture and hay fields.

II. Bar Graph to show languages spoken in Switzerland:

1. German in sixteen cantons
2. French in five cantons
3. Italian in one canton.

A Sixth Grade Unit**OUR NEIGHBORS IN EUROPE***Sister M. Columba, R.S.M. **

The problem of peaceful relations among nations is of universal interest today. In order to insure good relations tomorrow, the rising generation needs as thorough a knowledge of the land features, climate, occupations, homes, clothing, and customs of other peoples and lands as we are able to give them. Added to this, must be an aroused curiosity that will make the adult of tomorrow want to learn more about his neighbor.

A unit on France, Germany, Portugal, Spain, and Italy, worked out in our sixth grade, has given the children a real interest and appreciation of these factors not only of the countries studied, but of all nations. The idea of such a unit arose from the fact that the group as a whole seemed undesirous of studying about our World War II enemies.

Objectives

1. To create a feeling of good will and understanding for the people of other countries.
2. To appreciate the contributions in the fields of religion, art, and sculpture, music, literature, and science made by these countries.
3. To instill a right mental attitude toward these people.
4. To gain skills in reading, spelling, art, music, and handicraft.

Approach

After studying about the ancient peoples, we followed the movement of civilization westward. We then discussed informally what we knew and had heard about western Europe. The question "Why do we want to study about

these countries?" arose. To answer this adequately we found that we really needed more information. Here, our textbooks, encyclopedias, and all available reading material and pictures were brought into use.

We made maps, both physical and political, of these regions. Scrapbooks were made of each country by committees and prizes were offered for the best. Stories about the children of each country were read, compositions were written, and songs were learned. The contributions made by each country to religion were not left out. Dolls made of pipe cleaners were

dressed in native attires. Finally, the group decided to illustrate the homes and our collections on sandtables. Clinkers from the school stoker were used as mountains and tiny stems of evergreens as trees. Each group made a flag for its country by coloring cloth with crayon and steaming it. Perhaps the most interesting features were the representation of Our Lady of Fatima in Portugal, Our Lady of Lourdes in France, St. Dominic in both France and Spain, and St. Thomas Aquinas in Italy. The finished product made quite a colorful display.



An Exhibit for Parents. The culmination of a unit on France, Germany, Portugal, Spain, and Italy, by the sixth grade at St. Francis Xavier School, Grand Rapids, Mich.

*St. Francis Xavier School, Grand Rapids 7, Mich.

For Grades 7 and 8

Teaching English Classics

*Sister M. Marjorie, S.S.J. **

The teaching of the classics in the seventh and eighth grades is a definite challenge to one's professional ability, but a bold attack can convert the difficulties into positive aids.

1. Appreciation

Obviously the study of a classic piece of literature tends to develop a taste for good literature which must be kept alive. Children cannot love and appreciate something they do not know. Even a cursory acquaintance, elementary though it be, will teach them to recognize differences in style among those few authors studied, and provides an occasion for introducing figures of speech, e.g., simile, alliteration, metaphor, personification. This sharpens the children's powers of perception and sensitizes them to the power and beauty of words.

2. Word Enrichment

Frequently the ponderous vocabulary of Hawthorne, Longfellow, Hale, and others provides an opportunity for extensive vocabulary development. Word study becomes a real challenge to the good and average student. Though the retention of the slower child may not appear satisfactory, every gain is a victory for him.

3. Oral Reading

The good and average readers can do most of the oral reading, while the poor readers can follow the story, and also be called upon to read easy passages to give them a degree of satisfaction in achievement. They can also reread sections already read to capture or improve their sensitive reaction to words. The teacher's part is that of guiding the child to detect subtleties of sarcasm, humor, and pathos. When necessary, she should add explanations to embellish and clarify the thought. This is where the teacher's background and supplementary work in literature can make or mar a student's introduction to this type of writing.

4. Creative

The study of literature in the upper grades is a preparation for high school work. It bridges the gap between short and comparatively simple selections previously studied and the difficulties encountered in more advanced work.

The four phases of study are specifically exemplified in the following outline for "The Courtship of Miles Standish."

The Courtship of Miles Standish

I. Check covering the salient facts of the author's life. This check is given after reading and discussing the life of the author. It might be: a multiple choice or blank filling test or

the listing of ten facts about the author gathered from information in the classic book or elsewhere.

II. Character Indications: Words or phrases taken from the story. Their primary purpose is to emphasize the character traits of the main characters and also to enrich the child's vocabulary for future descriptive writing.

III. List 20 new or unusual words and meanings learned from the classics.

IV. List 20 examples of alliteration and of simile. This introduces a lesson on the figures of speech and cultivates appreciation of poetry.

V. Select passages that show: homesickness, loneliness, humor, anger, joy, piety, fear, hate, peace, sadness.

VI. Written composition stressing description. Write paragraphs about chief characters. Here Part II of the outline should be consulted.

VII. Quotations supply opportunity for class discussion, develop general knowledge, and instill a good philosophy. List all familiar quotations in the story, for example: "Serve yourself would you be well served," "Let he that putteth his hand to the plow . . ."

VIII. Oral Expression: An audience reading of the student's favorite part of the story. "I shall read you the part where . . ." This sets the scene for reading. Various scenes may be dramatized.

IX. Make a summary report of the story giving: title, author, background, type of story, theme, climax or climaxes.

X. Pictures illustrating characters or scenes: original drawings or silhouettes, magazine clippings.

The Christmas Carol

I. Check on the life of Charles Dickens.

II. List thirty new words and their meanings learned from this study. Arrange them alphabetically.

III. Character indications: select words and phrases that depict either physical or character traits.

IV. Find suitable descriptive words and phrases for the following: the knocker, the fog, the interior of the boarding school.

V. Find expressions which appeal to the following senses: touch, taste, smell, sound, sight.

VI. Paragraph writing—descriptions of: Scrooge, Marley's ghost, Bob Cratchit.

VII. Outline parts of the story (Specify a stave or two).

VIII. Prepare a short dramatization based upon the story.

IX. Dickens expressed his idea of Christmas and its true spirit through the mouths of various characters. Write a short summary stating what he considered the true Christmas spirit.

The Great Stone Face

I. Check on important facts concerning Nathaniel Hawthorne.

II. List 20 new words and their meanings learned from the study of this classic. Divide them into syllables, and mark the long and short vowels, and accent.

III. Since this story is principally a study in character, list words and phrases that indicate the chief characteristics of the following: Gathergold, Old Blood-and-Thunder, Old Stony Phiz, the Poet, Ernest, the Great Stone Face.

IV. Write a character sketch of someone you know.

V. Outline the story. Use the chapter headings for the main topics and supply the sub-topics.

VI. Make a summary report of the story, telling: title, author, setting, type, climax.

VII. Write an original sentence about each of the following. Try to reveal character or physical traits: the Great Stone Face, Gathergold, Old Blood-and-Thunder, Stony Phiz, Ernest.

Wee Willie Winkie

I. Check on Rudyard Kipling.

II. Find words and phrases describing: Wee Willie Winkie, the Colonel, Coppy. Place these on a page beneath a picture of the character.

III. List 10 new words and their meanings learned from the story.

IV. Write a paragraph describing Wee Willie Winkie.

V. Give summary of the story in the form of a report: title, author, setting, type, theme, climax.

VI. Pantomimes: Show scenes from Wee Willie Winkie.

VII. Riddles: Write five character riddles bearing upon the story; e.g., His hair is fair. His eyes are blue. Freckles dot his face. Can you guess who?

VIII. Prepare a selection from the classic to read orally. Aim at perfect interpretation. Capture the predominant feeling underlying the thought, and express it. Use voice with the aid of inflection and pauses to express it.

IX. Find parts of the story that show: grief, joy, courage.

Evangeline, A Tale of Acadia

I. Check on the life of Longfellow.

II. Check covering the historic background and setting of Evangeline.

III. Vocabulary enrichment: list 25 words and their meanings learned from the classic.

IV. List 15 examples of simile.

V. List five examples of metaphor.

VI. List five examples of personification.

VII. Memorize ten examples of simile. Memorize five examples of metaphor and personification.

VIII. Prelude: awakens the emotions and announces the theme. Find words or phrases that give sight or sound images thus creating an atmosphere of gloom, e.g., "Murmuring pines like Druids in their prophecies . . . " "Gray twilight," "Deep voiced ocean."

IX. Find the theme of Evangeline as it is given in the prelude.

*St. James Convent, Ferndale, Mich.

X. Draw up contradicting character traits of Basil and Benedict. Be sure you can distinguish between optimist and pessimist.

XI. Write a description of: prisoner's evening service, encamped for the night, Benedict's burial, a voyage with Evangeline down the Mississippi, the rustic chapel.

Narrate: Evangeline's loyalty to Gabriel, Evangeline — Bereaved, reunion of old friends, the Shawnee woman's story, end of a lifelong quest.

XII. Tell the name of the character suggested by each of the following excerpts: e.g., "When she had passed it seemed like the ceasing of exquisite music." (A number of such excerpts may be given.)

XIII. Prepare a series of five tableaux, e.g., Evangeline finding Gabriel. (Select other scenes.)

XIV. Make a summary report of the classic: title, author, theme, climax, setting, background.

The Legend of Sleepy Hollow

I. Check covering the significant facts about the author's life.

II. Make an outline dividing the legend into: introduction — leading events up to the party in proper sequence; body — happenings at the party and the climax; conclusion — begins with Ichabod's awakening and takes you to the end of the story.

III. Describe Ichabod in one of the following scenes: Ichabod in his classroom, Ichabod riding Gunpowder, Ichabod after the fatal happenings on the night of the party.

IV. Describe Brom Bones: Brom Bones executing one of his pranks, Brom Bones at Van Tassel's home.

V. Write a description of the headless horseman. Use as many of Irving's words and phrases as you can, e.g., gloom of night, on wings of the wind, phantom.

VI. List 20 descriptive phrases, and associate each with the person or thing suggested by them, e.g., a buxom lass — Katrina, a jaunty foxtail.

VII. Arrange alphabetically a list of words learned from the study. Let Irving's extensive vocabulary increase your own.

VIII. Slides may be made by children and colored with Keystone inks. Arranged in proper sequence, these may be used in a final summary of the story. As each slide is shown, a brief explanation of the event it depicts is given.

The Man Without a Country

I. Check on the life of Edward E. Hale.

II. After outside reading and consequent discussion, formulate a check covering the history and background for the story.

III. List 20 new words learned from the story and their meanings. Arrange them alphabetically.

IV. Define such military terms as: barrack, file, naval archives, mess, salt junk, bevy, raw hands, round shot, quarter deck, packet, frigate chels.

V. Write a summary report on the classic giving: title, author, setting, background, theme.

VI. Give in succession the events that led Nolan to realize that he was indeed a man "without a country" and which resulted in a greater reserve and isolation from others, e.g., reading from the "Lay of the Last Minstrel," "encounter with the celebrated Mrs. Graff."

VII. Contrast Nolan in the beginning with Nolan on his deathbed.

VIII. Memorize Nolan's advice to the writer after he had acted as interpreter to the slaves. "Youngster, let that show you what it is to be without a family, without a home, and without a country. . . ."

IX. Slides and pictures.

Snowbound

I. Check on author's life, and on setting and interpretation.

II. Devote a section of your notebook to each character mentioned by Whittier in his introduction: father, mother, brother, two

sisters, uncle, aunt, Harriet Livermore.

III. List words or phrases that either describe each character or reveal the type of life each led. Illustrate scenes or characters freely with either original drawings or clippings.

IV. Write a paragraph on the *Solution of the Slave Problem*. Carefully reread Whittier's thoughts regarding slavery in lines 490-510, and base your own on the ideas contained therein.

V. From Whittier's philosophy on religion list some of the attributes of God that he praises.

VI. Find 15 examples of alliteration.

VII. Arrange alphabetically 20 new words learned from the study of *Snowbound*.

VIII. Give in your own words the mission of the poem.

IX. Memorize a section of the poem that most appealed to you.



St. Rita's School, West Allis, Wis., won second place in the 1947 Penmanship Contest. The picture shows representatives of all the grades of the school displaying their certificates and the plaque awarded to the school.

Holy Communion Every Sunday

*Sister Mary John Berchmans, R.V.M.**

Educators, officers of the law, and other serious minded persons are much concerned, if not alarmed, at the conduct and customs that have been noticed in some of our young people. Their method of dress points to forgetfulness of the dignity of the body, loss of all self-respect; many of them have no respect for authority, even defying it; with no self-respect, no respect for authority, they soon demonstrate boldly that they would like to throw off the yoke of God. Members of the FBI, sheriffs, and the police department have come to agree that the only remedy is religion. There was a time when religion was begun in the home, and nurtured and fostered there, even while the children were being given religious instructions in our schools. Today that seems to be all in the past tense.

Picture the young mother, just having washed and dressed her new infant, as she takes the baby's hand, and makes the Sign of the Cross, saying fervently, "God bless you!" Now the child is about three, just learning to talk, and before getting into bed, she kneels at mother's knee, to say good night to Jesus. There was a time when no Catholic child entered our school without knowing his prayers and being able to answer the question, "Who made you?" Alas, we are far removed from that day. Not only do some children start school without having heard the name of God, but even after a few years, it is difficult to get the children to Sunday Mass. It seems that Catholic teachers will have to save the present and future children of many families.

Using Divine Aid

We realize that it is vain to try this tremendous task without divine aid. But are we using this aid? Are we making use of all the helps that are given us? Many of us tremble at the thought of having to do any more than we are doing now. Lists, time schedules, programs, 40-minute periods, examinations, contests, correcting papers, report cards, processions, entertainments, superintendents' visits, Saturday classes, from September to June, make us feel that we have never finished our work. How could we do any more?

Physically we cannot do any more; we cannot make any more yards of the tapestry of our life. but we can pick up a golden thread, a thread that will strengthen and support and fortify the tapestry we are weaving, that will bring out the design, a thread that will turn the yardage in the way it should go, and form definitely the image of God in the souls given us in the design. This golden thread is frequent Holy Communion.

Soon after our Holy Father Pius X issued his encyclical on frequent Holy Communion, many lay people started receiving Holy Communion more frequently, and in our schools it

*Tucson, Ariz.



is now generally the custom to allow children of seven or eight to receive our blessed Lord for the first time. For a few years there were many sermons urging frequent Holy Communion. Some children have taken it up also. But in sufficient numbers? The Sisters teaching the grades are very clever in devising methods for teaching the restless present-day generation. We have schemes for teaching combinations, special methods for teaching the multiplication tables, the use of spelling ladders, chalk of different colors, flashcards—. The same ingenuity could be used to urge the young children to receive Holy Communion frequently.

Feed Your Soul

Children in the primary grades believe everything Sister says, and usually will follow her wishes. That is the time to get the child into the habit of receiving Holy Communion every Sunday. He must attend Holy Mass,

HOLY COMMUNION

Holy Communion is the shortest, and surest way to Heaven. There are others, innocence for instance, but that is for little children; penance, but we are afraid of it; a generous endurance of the trials of life, but when they approach us we weep and pray to be delivered. Once for all, beloved children, the surest, easiest, shortest way is by the Holy Eucharist.

— PIUS X.

and why not receive Holy Communion every time he attends Mass? The little catechism tells us that we must take more care of our souls than of our bodies. Then why not urge the child to feed his soul at least every Sunday when he is at Mass? In the very first lesson on the soul, the child can be taught that as the body needs food, so the soul needs food, and then what that food is. And he will want to feed that soul, once he grasps the idea.

In the intermediate grades, the children are very plastic, and it is easy to sway their minds, above all if they are given the thought of a group or organization. They love "to join." They take great pride in saying "our club." Some years ago, one of our Sisters had a class that seemed docile enough, but they did not seem to retain the religion that had been taught them, and their homes were not extremely Catholic. In casting about in her mind for some means of making them better, and noting that very few of them, in fact, very few of the parish, received the sacraments often, she made her plans. Every Friday in September, at religion period, she gave a talk on frequent Communion, and urged her class, fourth, fifth, and sixth grade boys, to say their thoughts. She began by talking of devotion to the Holy See, what it meant to follow the wishes of the visible head of the Church, how loving children obey the behests of their father. She told them that Pius X had written a letter, telling them it would be good to receive Holy Communion often, and urging them to do so.

A Badge of Honor

The next week she talked about the body versus the soul, explained how both need food, and went over, with the children, the answer in the catechism to the question, "Why did Christ institute the Holy Eucharist?" reverting again to our Holy Father's encyclical. The third week, she suggested that they all follow our Holy Father's wishes, and have a regular club with that for its practice, namely, Holy Communion every Sunday. She had buttons made, white with blue letters WCB. This was for Weekly Communion Band. It was a matter of honor; no one was forced to join; no one was forced to remain. Each one bought a button for five cents, and he was proud to wear it. If any boy fell off in the practice that was the backbone of the "organization," as a matter of honor, he was to cease wearing the button. If inclined to become careless, they decided to use the argument: "If it was good for me to start this, why should I stop it?"

October 1 was the initial WCB day, and from that day, every boy in the class, with very few exceptions, received Holy Communion every Sunday. Having acquired the habit of receiving Holy Communion every time they attended Holy Mass, when Lent

came and the pastor urged daily Mass, automatically almost the entire class received Holy Communion each day. Mass was at 8:00, school called at 8:45, and many recited catechism while eating the remains of their breakfast. And some of those lived so far from school that they had to bring breakfast and lunch to school in a paper or box. Many of those boys never stopped their Sunday Communions.

One of the eighth grade teachers saw what was being done in the other room, and she felt that if it was good for that class, it would be very beneficial for her class, and she followed right on. Her pupils returned in later years, to say that they had never missed a Sunday, even when working nights. It was long afterwards that she learned of Father Cox's Knights of the Blessed Sacrament.¹

A Guaranteed Remedy

If this practice of urging weekly Communion were taken up by all the teachers in our Catholic schools, it would wield more power than all the lectures and juvenile courts in the country. What a glorious thing it would be if a wave of weekly Communion would sweep the country! Christ instituted the Blessed Sacrament to unite us to Himself. He remains imprisoned in the tabernacle, and is willing to come down as far as the altar rail. We should be willing at least to come up to meet Him there. Abstaining from food and drink is hard? Not after we get the habit; and it would be easy if all in the family were doing it. Christ desires to nourish our souls with His divine life. He desires to do us good more than we desire it, and if we need to feed our bodies, we need more to feed our souls. The soul cannot grow strong without food. Is it not reasonable to feed it frequently?

In the primary grades the children will do whatever Sister says; their intelligence is not sufficiently developed to "understand" why we need frequent Communion, but because it is urged on them, they will acquire the habit while they are innocent and pure. In the intermediate grades they already have the habit, and the thought of a club or organization cements it in their souls. Carrying the custom over into the upper grades and high school strengthens the soul, and it finds itself reinforced against the temptations that befall it. Christ is being formed in the child's heart, he sees that Christ is the Ideal to be followed all through his life, and he has a clear sense of direction in this world of changing values. Any child who makes his confession and receives Holy Communion weekly cannot go far wrong. Frequent recourse to the confessional is a strong bulwark against any inclination to the vices he sees around him. In each Holy Communion sanctifying grace and all virtues are increased in the soul. Another of Christ's motives was "to lessen our evil inclinations."

¹Rev. Ignatius Cox, S.J., has some leaflets printed, explaining the motive for frequent Communion, and asking the children to sign their name if they wish to join. When they have sent in that signature, they receive a beautifully embossed certificate bearing their name, and stating that that is one of the most beautiful promises of their life. It was later called Knights and Ladies of the Blessed Sacrament.



His Holiness Pope Pius X. Photo of portrait by Horatius Gaigher which now hangs in the Apostolic Delegation House at Washington, D. C. Colored reproductions of the picture are available for \$2 from Confraternity Publications, 508 Marshall St., Paterson 3, N. J.

Looking at that, we find no argument necessary for urging the habit of frequent Holy Communion in our classes.

Why the Holy Eucharist?

It is a good custom to have the class open the small catechism (if that book is not out of style in your school) and read slowly, the answer to "Why did Christ Institute the Holy Eucharist?"

1. To unite us to Himself and to nourish our souls with His divine life
2. To increase sanctifying grace and all virtues in our soul
3. To lessen our evil inclinations
4. To be a pledge of everlasting life

5. To fit our bodies for a glorious resurrection

6. To continue the sacrifice of the Cross in His Church

Impressing on the children the fourth and fifth ends will gird them with weapons against discouragement or a lack of interest when they have left the classroom and things grow dull.

To inject the practice of weekly Communion with a new zest or a fresh devotion, it is suggested that at one religion period each month, we take one of the numbered items above, dwell on it, explain it, and talk it over, suggesting that they keep that one end before their minds at each Holy Communion that month.

It takes longer to read this than to put it into practice. A little ingenuity and planning, and then following the plan set down, will bring marvelous results. If we could get all of our young people to receive the sacraments weekly, half of our problems would be solved. The adolescent needs much religion, and, unless we have implanted it earlier as a habit of life, he is not fortified when the need comes, and it will be difficult to get him to acquire it that late. Frequent Communion started in early years will strengthen him to reject each temptation. It will make good fathers and mothers and, consequently, good Catholic homes. And a frequent use of the sacraments is a most fertile soil for the seeds of vocation.

Perseverance Wins

We should not be discouraged if our whole class does not receive Holy Communion the first Sunday following our suggestions. Each time we talk about it someone or other is convinced and decides to follow our advice. Even if he fail the next Sunday, that act of the

will was good for him, and after he makes it often enough, he will actually be led to follow it up with Holy Communion. If it seems hard to get the class started, we might talk privately to two or three individuals who seem to be leaders, and urge them to start.

What a wonderful thing if every teacher would take for a class motto in September The Sacraments Every Week. And if he or she had attained that for the whole class by June, what a glorious step forward in what makes Catholic education a thing apart in this world of shifting values and changing standards! When we meet the Master to present to Him the tapestry of our lives, how quickly He will turn it over to the right side, and show us the golden thread that has run through the whole, the golden thread that has formed a veritable net whereby hundreds and hundreds of His straying ones were enmeshed in His love, held within the confines of His Heart, and so brought to His feet at the great white throne.

hearted consecration of yourself to her.

September 12, Holy Name of Mary: From all eternity God pronounced this name when He predestined Mary to be the Mother of Jesus. Perhaps He suggested it to her parents. This name expresses Mary's greatness, sorrow, and victories. It means sovereignty, for Mary, as Mother of the Incarnate Word and our Mother, is the Mistress of the world. It means bitterness, expressing the great sorrow she felt when she co-operated in the ransom of the human race on Calvary. It means resistance, for, by reason of her Immaculate Conception, Mary was the first to conquer the evil one and offer to God the first fruits of the Redemption. The name of Mary, then, is a source of power, consolation, and hope. Prove your love for your Mother by frequently uttering her sacred name with loving confidence.

September 15, Our Mother of Sorrows: Mary, the Queen of Martyrs, is your sublime model in suffering. Precious lessons of patience and resignation may be learned from her Dolors. Ask your heavenly Mother to teach you how to bear your sufferings silently, patiently, and in perfect submission to the will of God. Beg of her the grace of such constancy in suffering that you may lovingly accept every sorrow as coming from the hand of God.

September 24, Our Lady of Mercy: By the special intervention of Mary, St. Peter Nolasco, St. Raymond of Pennafort, and King James of Aragon established an Order for the redemption of captives in the 13th century under the name of Our Lady of Mercy. Under Mary's special protection the Order grew rapidly. These laymen devoted themselves not only to collecting alms for the ransom of Christian captives, but even gave themselves up to voluntary slavery. It was to return thanks to God and the Blessed Virgin that the feast of Our Lady of Mercy was instituted. Ask Our Lady of Mercy to ransom sinners from the captivity of Satan, and to free the souls imprisoned in purgatory.

September Room Decoration

Through the Month with Mary

*Sister Mary of the Compassion, O.S.M.**

September 3	Mother of the Good Shepherd	Yellow ¹
September 8	Nativity of Our Lady	White
September 12	Holy Name of Mary	Pale Pink
September 15	Our Mother of Sorrows	Deep Rose
September 24	Our Lady of Mercy	Yellow

The five feasts of our Lady in September are the theme of this attractive room decoration, and at the same time provide opportunity for acquainting the children with these feasts. An appropriate picture is placed in the center of the large rose (the picture may be either of the two sizes indicated in the drawing) while the date is placed in the smaller one which is suspended from the larger by a 2-inch strip of pale green ribbon about 5/8 inches wide. The ribbon is allowed to extend about an inch or two both above the large rose and below the small rose. Water color or pastel offer the most satisfactory medium in which to make up this decoration.

The smaller rose is cut on the double as indicated on the drawing and inside is typed or printed a short memento of the feast represented. Short mementos of the given feasts are appended here for your convenience.

Anyone wishing to stress particularly the feast of Our Mother of Sorrows, September 15, may use the smallest rose shown in the drawing and mount the pictures of the Dolors in seven small roses and group them around the large rose. Small pictures of the Dolors are obtainable from the Servite Fathers, Our Lady of Sorrows Monastery, Jackson Blvd., Chicago.

Mementos of the Given Feasts²

September 3, Mother of the Good Shepherd: On Calvary the Good Shepherd, who gave His Life for His sheep, entrusted them to the keeping of His Blessed Mother. Like her beloved Son, she, too, is filled with a burning love for souls. She does all in her power to bring them to His Sacred Heart and to save them from eternal death. Pray to the Mother of the Good Shepherd for the souls who are still outside His fold, as well as for yourself, that you may faithfully follow Jesus, the Shepherd of your soul.

September 8, Nativity of Our Lady: Mary was chosen from all eternity to give us the Saviour; hence she was eternally in God's plan of redemption. In time she was immaculately conceived, and her birth brought salvation to mankind. Thank God for having created this most beautiful of creatures and for having given her to you as a Mother. Thank Him for all the mercies He has shown to mankind through Mary. Let your birthday gift to your heavenly Mother be the whole-

²These mementos for the various feasts of our Lady were taken from the pamphlet *Liturgical Novenas and Tridiums for all the Feasts of the Blessed Virgin Mary*, by Father Laurence G. Lovasik, and published by the Benedictine Convent of Perpetual Adoration at Clyde, Mo. The price of the booklet is 15 cents. We suggest that you get a copy for use during the other months of the year.



Catholic Book Week at Holy Family School, Ashland, Ky., 1946. Grades 7 and 8. Sister M. Bernada, O.S.F., is the teacher.

¹The color indicates the color of the rose to be used for the feast.

Today We Made Butter

*Sister Jean Patrice, C.S.J. **

"Dear Jimmy,

"How are you feeling? We are sorry that you are sick. Are you having fun in the hospital? Your mother said you have toys to play with in bed. What do you do all day?"

*St. Stephen's School, 2120 Clinton Ave., Minneapolis 4, Minn.

"Today we made butter. First we shook sour cream in a fruit jar. We sang 'Come, Butter, Come!' until the butter came. Then we strained the butter and washed it. We all drank some buttermilk. We put some carrot juice in the butter to make it yellow. We put some salt in. We strained it through a cloth

a couple of times. Then Sister put it in the refrigerator to make it get hard. We are going to have the butter on crackers for our Valentine party. We are going to make jello for our party.

"We hope you will get well soon so you can come to the party. We are praying for you.

"Your friends in the kindergarten."

So wrote (or rather, dictated) the kindergarten children of St. Stephen's School, as they were engaged in the fascinating business of learning *where we get our food*. This group of city children, nearly half of whom had never seen a live cow, combined absorbed interest with real learning, as they staged their own Back-To-The-Land Movement.

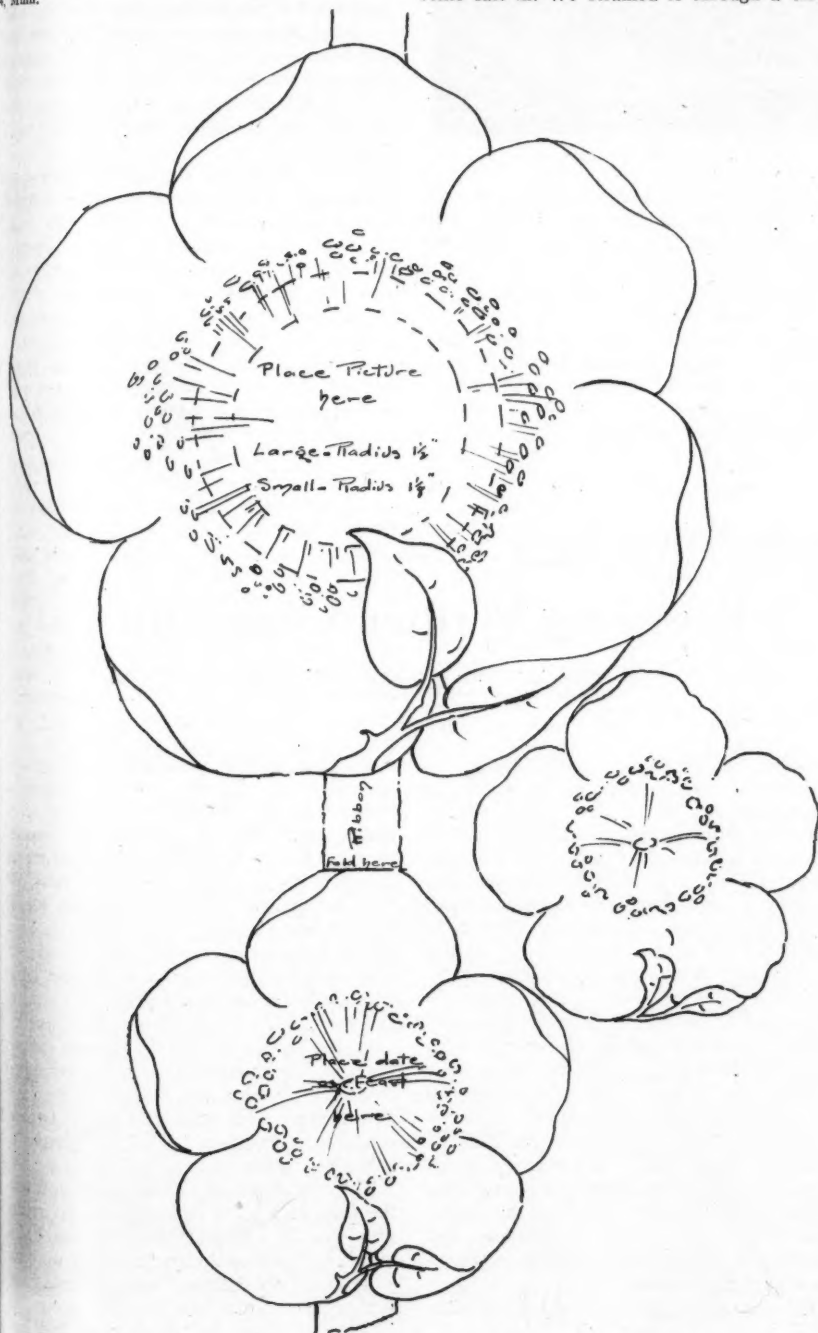
A casual survey of the class indicated that most of them knew only the immediate sources of our food supply. Bread came from the bakery, milk from the milkman, meat from the meat market; beyond that, all was alien land. So began their exploration of this world in which we live.

Just one block from the school is Fair Oaks Park, and this was our first field of research. Early in the school year, we gathered bouquets of leaves in the park. One bouquet we put in water, the other we put in a dry vase. The children noted that the second bouquet died much sooner than the first, and made their own scientific deductions.

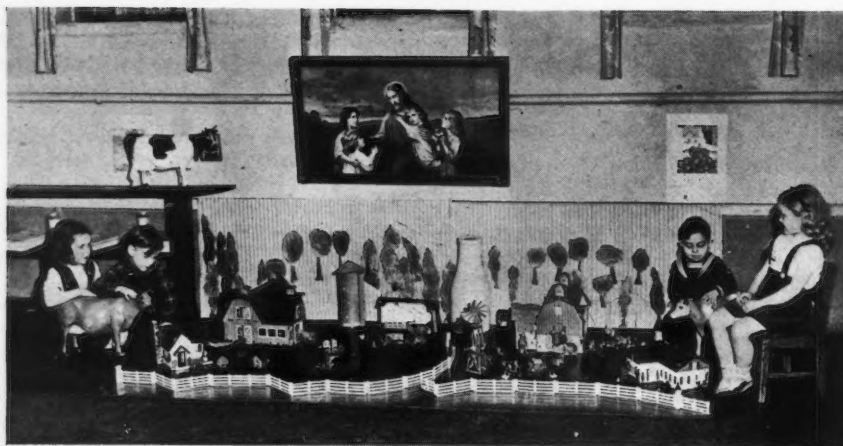
We also found some caterpillars on our trips to the park. These were put into a jar with some leaves and twigs, and the leaves were faithfully sprinkled with water each morning. Our caterpillars ate busily for three or four days, then obligingly spun their cocoons for us. One of the cocoons dried up, but the other developed, in time, into a hard shiny chrysalis. The children examined this from time to time, speculating with lively interest on the growth taking place within, and on the development of the wings. An excellent picture story of this phenomenon of nature is contained in the science reader, *Through The Year*.

Another source of wonder to our busy little naturalists was a glass containing wet newspaper and ordinary white beans. The beans were placed against the sides of the glass where their growth could be watched. The first day after the beans were thus "planted," their shriveled appearance caused great disappointment; but by the second day, one of the beans had begun to put forth a shoot. "Lookit, Sister!" was the excited cry. "There comes one of the little *drinkers!*" The children had been told the beans would send out little roots to drink up the moisture contained in the wet newspaper.

Every morning, the beans were closely examined and their growth enthusiastically noted. Our classes are small (just twenty-two in each); so it was easy for us to do everything as a unit, rather than to divide into smaller groups or committees. In some situations, this is not always possible; but the average five-year-old is an avid *doer*, and wants his own small finger in each and every pie. Therefore we try to share every experience, even though it frequently entails some sacrifice of time.



Pattern for the Room Decoration in Honor of Our Lady, Devised by Sister Mary of the Compassion, O.S.M.



— Courtesy, National Dairy Council

A common onion was planted in dirt, and we watched the green top grow tall as we watered it each day. We also planted beans in two boxes of dirt; one we watered, one we did not; and again the children made their own critical comparisons.

New vigor was given to our studies when two children who had received model farms for Christmas, asked and obtained permission to bring them to school. We removed the furniture from one end of the room, covered the wall with green cardboard marked to represent a countryside, drew and cut out trees which we pasted on the cardboard. Then the farm buildings were moved in, roads and driveways marked out, and fences set up. New words quickly appeared in our vocabulary. Barn, hen house, machine shed, conveyor, silo, are just a few of them. The machinery appeared, and our word list took on a definitely rural flavor. Tractors, plows, harrows, reapers, became the center of attention; and several children brought toy animals and toy machinery from home to help stock our farms. In this connection, it was interesting to note a rapid decline in their interest in jeeps, tanks, guns, and other warlike play materials.

Perhaps our greatest benefactor in our pursuit of rural life was the National Dairy Council with their valuable charts and booklets, and their loan of some large rubber cows and milk bottles. These occupied an honored place in our farmyard for a week. The Dairy Council representative also took pictures of our farm.

We played games with the food models we received from the Dairy Council. Besides learning to select the proper foods for the various meals, we also learned where we get the different foods. Large charts were put up, each containing the picture of some farm animal, e.g., a cow, pig, hen, etc. Beneath the picture was a pocket. A child was given a picture of some food, such as butter. If he placed the butter correctly in the pocket below the cow, we all applauded. If he failed, another child was permitted to make the correction.

The children gave such a clear description of their butter making in their letter to Jimmy that it is unnecessary to repeat it. In preparation for the jello making, we first discussed

the proper conduct and procedure for buying the jello. This brought in courtesy, good citizenship, and other social virtues. It also entailed a very practical discussion of ways and means. Finally, armed with big ideals and small change, we betook ourselves to the neighborhood grocery store, where we bought our jello and a box of graham crackers. Next, we went to a nearby variety store and bought small paper plates.

The next day, we made our jello. Three

In the Second Grade

Beginning Written Composition

*Sister Henrietta, O.S.U.**

Children in the primary grades usually are enthusiastic and delight in imitating the "grown-ups" at home. They watch mother write her letters, and look longingly at a brother or a sister who is able to write "home work." Their joy is at its height when they discover a word they have learned in their own little preprimer or primer. They build high hopes for the first time they will be able to write and "tell things on paper."

Since research substantiates the common observation that children make use of a conversational vocabulary which far exceeds their reading and spelling vocabulary the question is "What can be done to bring these vocabularies into closer relationship and give children an opportunity to express their thoughts individually in writing?" In my second grade classroom I have used quite satisfactorily the following technique in an effort to develop both reading and spelling vocabularies, and also to give the pupils an approach to the intricacies of English composition.

The first six weeks of school were used to

packages made separately in three different bowls gave everyone a chance to help with measuring, pouring, and stirring. We had talked seriously about the danger of handling boiling water; but such was our care that not a drop was spilled.

Perhaps a party consisting of buttered graham crackers, jello, and milk does not seem very exciting to you. But if you made the butter yourself, bought the jello and made it yourself, made the Valentine decorations yourself, and then partook of the feast yourself—well, you'd have to try it to know what a completely satisfying experience that could be!

Spring came, and there were budding trees and bushes to examine in the park, birds to study and recognize—robins, bluebirds, noisy jays; and there was the red-letter day when we discovered an oriole's nest hanging from a high branch.

But one thing was wanting to complete and crown our months of work and play. Many of us had still never seen a "real live cow." So off we went for a never-to-be-forgotten day on the farm. We gathered eggs, fed the chickens, slid down the haystack, rode on the tractor, did all the things that could be crowded into a busy, happy day. We were utterly weary when we got home, we were terribly grimy, and we were brilliantly sunburned; but what of that? A vast new universe was ours, for we had been to the farm!

review the reading vocabulary, the alphabet and sounds of letters, and the spelling of words learned toward the end of the first grade. After that, we, as a group, composed short prayers to Jesus and Mary, stressing the fact that these prayers were just talks. We tried to imagine that Jesus and His Blessed Mother were right in the room with us. Some of the thoughts were soul-stirring, and what a lesson in simplicity there was in these "talks" with God! I wrote the prayers on the board and the children copied them for writing lessons. The purpose of a lesson in group composing is to give children practice in getting good connected thoughts, and expressing them in a clear manner. This is the first step in teaching composition and is a needed introduction to individual compositions.

The next step in our composition work took the form of a letter to one of our classmates who was ill. Fortunately for us we had a member of our own class to whom we could write, but if we did not, we would have found someone to receive our friendly letter. The children delighted in telling what had happened in school, what lessons they were learn-

*Primary teacher in Our Lady of Perpetual Help School, Toledo, Ohio.

ing, and what good times they had during the recess periods. We collected pictures to illustrate some of the events discussed in our letter and the very collecting was worth-while. Such a variety of appropriate and inappropriate materials! I had a great time explaining why some were good and why some would have to be reserved for another project!

The first attempts at these letters were done by the whole class while I wrote the words on the blackboard. Next, I decided to try the project as seat work. Probably you are saying, "What disorder! I can just see 35 or 40 second graders running up to the teacher to find out how to spell the words they could say but could not spell!" "Who has time to spell all the necessary words that each child would want to use?" The obvious answer is "no one." When I assigned these individual letters, I told the children to use their readers, spellers, and catechisms to find the spelling of the words. If the word was not to be found in any of these books, then the children were told to spell the words phonetically. True, in the finished products I encountered such words as "telafoe," "parte," and "cherts," but what primary teacher would not rejoice to find that all of her drill on phonics had not been in vain! Besides the aim of the lesson was not to learn to spell difficult words, but rather to express original ideas in a thought-provoking sequence—truly the high aim of English teachers today and always!

An interesting language activity is the composing and illustrating of "jingles." The children enjoy the experience and profit from it. This year, I gave the assignment to write a jingle, and then the class was to illustrate it on 9 by 12 manila paper. I explained that the last word in each line must rhyme, and then I recited four or five jingles by way of example. These were some of the illustrated ones I received:

1. "The cat looks small
On the top of the ball."
2. "The monkey's tail
Went over the pail."
3. "I like to take
A ride on the lake."

Most of the rhymes were good, and the fact that each child illustrated his jingle made a nice correlation between art and English.

By this time the children had discovered what fun it is to be able to put words together in good sentences, or to "do compositions" as they put it. Since Christmas was not far off, we decided to try our small versions of the Christmas story. This is an appropriate beginning for more lengthy original expression because little children love this story and relive it over and over in their minds as the blessed season approaches.

Each year, as a "special feature of the second grade," I conduct a contest to see who can write the best Christmas story using the biblical facts as material. By way of encouragement I usually put five or six words suggesting the story on the board. This year I listed, "Bethlehem," "shepherds," "angels,"

"Nazareth," and "donkey." The children wrote their stories in one morning between reading groups and practice for the Christmas program.

In the stories the children took Mary and Joseph from Nazareth to Bethlehem, and included the innkeeper's refusal to let them in, the birth of Jesus in the stable, the singing of the angels, the adoration of the Shepherds, the coming of the Wise Men, and some even included the Flight into Egypt. "Impossible!" did you say? Well, try it. You have a pleasant surprise in store for you.

The following story is one I received. The misspelled words are as they were on the paper. I'm sure you will be surprised at the result of twelve weeks work on original composition in the second grade!

WHEN JESUS WAS A CHILD

Mary and St. Joseph were living in Nazareth one day. Saint Joseph was coming home one night when he saw a lot of people around a big sign. The sign said, everyone in his country must come to Bethlehem to inrole in the King's Book. St. Joseph was sad that night. He didn't want to tell Mary that they had to go to Bethlehem. But Mary said I can go. So Saint Joseph started to go to get his donkey out. St. Joseph and Mary started to go to Bethlehem. On the way they met some people. They said where are you going. Mary and Joseph said, We are going to Bethlehem. So are we said the people. So they both started to go. When they got there St. Joseph tried to get Mary a place to go for the night. St. Joseph went from house to house. When he got to the last house the man said down the hill there is a barn there. So St. Joseph went to tell Mary. St. Joseph didn't like to take Mary down to the barn. But Mary said, I'll go down there. So they went down the hill. They went into the stable. Saint Joseph made a bed for Mary and himself. They went to sleep. In the middle of the night a very bright light came in the stable. Mary and Joseph got up. Baby Jesus had come.

In spite of the few incorrectly spelled words, I believe the last three sentences make the whole paragraph worth while.

We continued the writing project into early spring with little stories about the weather, birds, flowers, trees, a letter to a friend for Easter and a "pretend" story about the Easter bunny. A "thank you" letter or a feast greeting to a Sister may often be included in the spring outline.

Last year, as a final culmination of this original writing program, I gave each pupil a colorful picture study and asked each one to imagine the story told by the picture. The originality of expression and the power of imagination which was displayed in the composition was well worth the effort which had been put into the composition work of the year.

The following stories are examples of those I received in April, 1946. They were written on 18 by 24 cross-section paper with colored pencils. The pictures about which they were writing were pasted at the top of the paper. The completed pages made lovely additions to our annual exhibit of school work.

JOE GETS A BIRD

Once there was a boy named Joe. Joe had a bird cage but he did not have a bird. So one day he put the cage up to a funny looking clock and it had a bird in it. He thought that he would get the bird. But he did not. So he got a hammer and broke it. He saw the bird in it. Then he saw the clock. "Oh," he said, "what will Mother say?" He got the clock back and had a hard time of it too. When he gave it to Mother she said, "You are a good boy Joe." "Thank you Mother, I thought I was bad."

(The use of quotations was an effort to write like the "reader stories," Larry told me!)

ROSEANN

There was a little girl and her name was Roseann. One day she asked her Mother if she could bake cookies. Her mother said, "Yes." So she got the things and started to mix the dough. When she got finished she put them in the oven to bake. They smelled so good that she wanted to eat one right away. But Mother said she should wait till the cookies were cool. "All right." Mother went into the living room. Meanwhile Father came home. Then they had dinner and then Roseann went to bed.

(Notice the use of the words: "mix," "meanwhile," "living room.")

While these efforts are not perfect, they do show thought, improved spelling, and some originality. The children enjoyed their "composition" lessons, and the teacher felt more than repayed by the interest and enthusiasm for written expression which they manifested.

A Project for Grade 6 A Literary Map

Sister M. Hildegard, O.P.

Sixth grade students, on the whole, manifest much interest in the study of authors and their works. The English period once a week is devoted to a discussion of some American writer of prose or poetry along with his works. One of the most animated projects that grew out of this study was the drawing of an individual map of the United States, by the members of the class and placing in each state the name of some writer who wrote about or in that particular state or section of our country, plus a list of his most outstanding contributions to American literature. Each state was colorfully illustrated in pastel tints, and the map was entitled "A Literary Map."

In such a project we find other subjects correlated with English. These include reading, writing, geography, art, and often religion, particularly if the class is studying a Catholic author. This work also gives the student practice in using reference books, increases his appreciation of good literature, both prose and poetry, and instills in some pupils the desire to write.

Enthusiasm ran high over the project in our school, and each one was quite proud of his finished product. This proved to be a very attractive display for the annual Father's Night exhibition.

*St. Gertrude School, Madeira, Ohio.

Training in the Kindergarten

*Sister M. Marguerite, C.S.J. **

I had meant to call this article Training For Safety, but I find the title could be any of the following: Training for Safety, Training for Self-Control, Training for Listening, Training for Readiness for Learning, or Training for Following Directions.

On the first day of kindergarten it is important that the children become conscious that the teacher is the leader and judge for the group, and that, as such, she will during each school day, have important things to say to them. The teacher should early in this first kindergarten session gather the children around her near the piano, if the piano is the instrument used for signals during the year. She should sing and play for the children the first signal to be taught, "Please come here." This may be played on G above middle C, high C, and high E. Then she should let the children practice the response to the signal telling them that whenever she steps to the piano and plays this signal they will be expected to leave whatever they may be doing and come to her. She will explain carefully that obeying this signal is important. On the first day the response to this signal can easily be made into a game. When the children have learned the game so that they understand how to respond 100 per cent or practically so, the teacher may say for the benefit of those who need particular motivation, "I know Mary's angel was pleased to see her come so quickly. I know John's angel is glad to see how quickly he is learning to use his legs for coming when the piano calls." If a child has failed to respond, someone may be sent to take his hand and bring him to the group meeting. If this child still holds back, the teacher herself goes to him, taking his hand and saying, "I will help John this time. Tomorrow he will understand how to come all by himself with no one to help him come." Then to John she may say, "John, your guardian angel does not want you to sit over there by yourself when we are over here playing the 'come here' game. He does not want you to miss anything. Your mother wants you to do everything we do. If you stay over there by yourself, you will not be able to show mother how we play this game."

Patience Is Necessary

It will take some time before all in the group will respond consistently to this signal, for some have never been trained to consistent obedience. Some will hurry to put away the things with which they are playing. Others will deliberately go on sliding, watching to see what the teacher is going to do about it. Some obviously will be having such a good time they cannot bother to obey signals. For all these failures to understand and respond, the teacher will need patience. She will need to repeat again that the signal means "Come," that the

teacher uses this signal only when the children need her help or guidance, and that it is *very important* that the children respond promptly to it. She will need to explain that running is not the meaning of come, for running is dangerous in a room where there are so many others and where when one falls there are sharp corners of tables to bump. She will need to explain that the teacher often will call them over in order to help the group understand and remember how to play safely on the slide, jungle gym, or in the sand. Naturally she will not want the children to leave one form of dangerous play and start another, namely that of running. The teacher will explain that when the group comes together for a meeting, all come quietly and all attend quietly in order to listen and learn.

Stand Still and Listen

Now the teacher will begin to use the second signal which says, "Please stand still; turn toward the teacher, and listen." This signal will be taught first at a group meeting. Then it will be used over and over immediately in order that the children will become conscious of its application. The teacher will make plain to the children their need of this signal, and that it too is for their own protection. When the teacher sees someone running, chasing, or playing dangerously, she will touch the piano, and if the signal "stand still" is obeyed dangers will be averted. When the children have been reminded of the danger, those who are ready to play safely can go back to play. The others are sent to work at some activity which requires less control, as working with puzzles, clay, or paint until they can assure the teacher they are ready to take care of themselves. When voices become loud, when someone is bouncing a ball near a statue, when someone is interfering with the rights of others, the teacher can speak to the child quietly—that is, she can if this signal "stand still and listen" becomes a working one. I use the word *quietly* because I believe that, if the teacher expects control on the part of the children, she must at all times give the example of control. Voice

control is of first importance, and without voice control self-control is hard to achieve. The teacher should use this second signal consistently to stop activity in work or play in which self-control has been forgotten. My experience has been that when children are failing to take care of themselves, play becomes increasingly dangerous, work becomes destructive, the group loses the sense of direction, and nothing good is accomplished. Training for obedience to these two signals will need to go on all year. No lapses should be overlooked. Standards of obedience should be raised gradually until all normal children have attained control in this respect. The groundwork must be laid in the first ten days or the group will suffer, but training will go until the last minute of the last school day. As I stated in my first article, children love to think of the guardian angel as watching to see "my little child come quickly" or "stand still and listen." Children enjoy the thought that they are using their little legs, or their ears and eyes in the way the heavenly Father planned that they should. This appeal is a very effective one. Do not neglect it.

Following Directions

In the matter of training children in following directions, the teacher must be careful first of all that the direction is given simply, that the child understands the words used, that he hears the direction. To this end she should bring the children close to her before



Playing the Listening Game.

*Ascension School, Minneapolis 11, Minn.

giving it. She must gain their attention. Finger plays are an effective device for this end. She must check to see if they have understood the meaning of the words in the direction given. Then she must expect each child to carry out the direction with increasing independence of her, making allowance always for the maturity of the child.

Here is an example. I have a large group of children in my kindergarten. At dismissal time I bring them into a group before me. When I have their full attention I may say, "All those girls who have bows on their hair may get their wraps first today." Some will respond at once. Others will touch their bows and remain in their places. Still others will not show any sign of having heard the direction. Perhaps one will get up to go who has no bow. To this one I say, "Come here, Helen. Show me your bow." When Helen fails to produce the bow I say simply, "Listen to the words and do what the words tell you to do." Helen chagrined but not hurt sits down. She has learned a good lesson and will not repeat this performance again soon if she perceives that the teacher is alert checking on her response. Those who touch their bows but do not get up when called to the teacher are asked, "What is that on your head? Well then, you know what to do, don't you?" Those who do not respond in any way will by now have received pokes and promptings from their near neighbors. To this say, "No we do not help anyone. They heard the words. Let them think for themselves." Then leave these children sitting there while you send the others for wraps, group by group. When they alone are left sitting, repeat the direction given at first, help them understand that they were the ones meant when this direction was first given. Leaving them sit will help them want to listen to the meaning of words better than any other penalty. And in this penalty there has been no unkindness. As days go by fewer and fewer children will need your help in following directions. As their ability to obey signals and follow directions increases, their self-control will be exercised more and more. Children who refuse to practice self-control, will soon realize their need for doing so if they find doing it is to their advantage. When a teacher has tried every other means — explaining the need of control, the desire of the guardian angel to see them practice it, the desire of God the Father to see them listen and obey as well as their mother's and daddy's desire for this, the next step, all this having failed, is to hurt the child's feelings in order to arouse him to action. How can this be done? Not by scolding, not by raising one's voice or losing control of oneself, not by saying ugly things to the child — for all these means harden the child and make him lose confidence in you — but by denying certain privileges. Here I wish to say that this can be done so sweetly and kindly by the teacher that the child sees that, through it all, his teacher loves him. His teacher is being fair. She is only being firm in her insistence on his voice control or self-control in some other field.

Rewarding Self-Control

When the morning's activity period begins, if John asks to play in the playhouse or build with large blocks or engage in work or play activity for which self-control is needed more than ordinarily, the teacher will say "Yes, John, you have been taking good care of yourself, you may play with the large blocks." "No, George, I am sorry I cannot let you until you can show that you are ready to take care of yourself better than you have been doing."

If in a group meeting the misdemeanor of a group or of an individual must be discussed, the children involved always should be made to feel that a premium is put upon self-control, and that we as a group do not care to use our valuable time reminding a child to take care of himself in regard to what he or the group involved should have known well before now. This procedure hurts the feelings of the normal child and helps him bring himself into line. If immaturity is responsible for the failure, the group should be made to understand that "Mary is not able to take care of herself as well as we are. So we must help her by showing her what to do and by sometimes reminding her how to act." I have tried this procedure where a subnormal child was involved, and the children were most co-operative and helpful in taking care of the child as if he were a baby sister or brother.

Parents often can bring about growth in self-control by explaining to their own children that they want to hear that "My little boy is learning to obey signals and to help the teacher by being responsible for care of himself." Ask parents to do this.

The means listed above are, for the most part, natural ones, but we can rely upon grace to strengthen these means if a religious atmos-

phere is maintained in the kindergarten and if the children are helped to understand that obedience and self-control please God.¹

Here is a final summary in regard to training children to obey signals:

1. Have only a few. Make them definite.
2. Insist on prompt, consistent obedience to them.
3. Raise the standards of individuals and of the group constantly until prompt obedience becomes the usual and universal reaction.

In regard to directions:

1. Secure attention of the child before giving directions.
2. Make directions simple.
3. Follow up to see that they are carried out exactly.
4. Find out why some failures have occurred. Apply a remedy. Prayer for light by the teacher may be the remedy, for often it is there we see where we have been to blame.

In regard to motivation suggest to the child:

1. The guardian angel is pleased to see his little child take care of himself.¹
2. God is pleased to see His child use his eyes, ears, etc., for the purpose for which God made them to be used.
3. When we take care of ourselves, the kindergarten day is a happier one for all.
4. When we show that we can obey rules usually we may choose the activity we wish because the teacher can trust us to take care of ourselves in doing it.
5. In learning to take care of ourselves, in learning to listen, and in following directions, we are preparing well for first grade.

¹See prayer suggested for use in reminding children to take care of themselves as set forth in the first article of this series, in THE CATHOLIC SCHOOL JOURNAL, June, 1947, page 210.



A Listening Hour. Kindergarten Pupils at Mt. Mercy Academy, Grand Rapids, Mich., Enjoying a Radio Program.

READINESS FOR NUMBERS

Sister M. Brendan, R.S.M. *

"I don't want to go to school," he sobbed.
"But Tommy, you must. All little boys go after they're six. Why two weeks ago you couldn't wait for school to open. Tell Mother what you don't like at school, Darling. Won't you?" Tenderly she picked him up and pressed his trembling body close to her bosom.

Amid sobs he blurted out, "I can't remember in my head all those numbers Sister gives me, and then I miss and can't write at the blackboard. She scolds me all the time and puts big white marks on my board, but other kids sometimes get big 'C's' and a hundred." His tenacious clutch tightened around his mother's neck as he whimpered, "I don't have to go to school, do I, Mom? I can stay home with you, can't I?"

Unwillingness to pamper him caused her to hesitate a moment, despite the pleadings of a loving heart. Then she replied, "Tommy, you like to have me call you 'my little man,' don't you?"

"Yes, Mom, I do," he answered.

"Well, a boy can't be a 'little man' unless he's able to do something big and hard like a grown-up man. There are many times when Daddy doesn't want to work, but he just has to do it. Now going to school when you don't want to is a big thing for a six-year old boy. If he wants to act like a baby, he'll cry and not go; but if he's a 'little man' he will go to school and try to do the best he can with the number work."

"I don't want to be a baby, Mom," he interrupted.

"That's what I wanted to hear!" she exclaimed, lifting him to the floor.

"But I'm still scared. I just keep thinking Sister will ask me numbers," he persisted.

"Let me finish, Tommy. After school I'll meet you. Then Mother will find out how she can help you at home with your work. But you must promise that you won't think about it anymore today. Play with Johnny and Dick and the other boys; then you won't," she said, helping him into his sweater.

"All right Mom. I'll try to." He turned his face upward for the usual good-bye kiss. Then he ran off, secure in the confidence of his mother's aid and proud to do a "big" thing.

A great many primary teachers have been the cause of parental problems—and headaches—similar to the aforesaid, due to an improper presentation of the fundamental number facts. Children also have suffered from this not only while in the baby grades but all through their school life. How? From the feelings of fear, dislike, and inadequacy which were developed by an unsuspecting teacher.

Modern scientific research on this problem of presenting primary arithmetic has concluded that the basic fault has been too much inten-

EDITOR'S NOTE. For a detailed study of teaching numbers in the first grade consult the articles on this subject by Amy J. De May, beginning with "Number Before the Textbook," in the September, 1944, issue of THE CATHOLIC SCHOOL JOURNAL and concluded with the last article on "Counting Beyond Ten" in the June, 1947, issue. These articles were published at intervals of two or three months during the past three years. A series by Miss De May on teaching numbers in the second grade will begin next month.

sive memorization work of abstract numbers. This must be counteracted. Many theories and programs have been promulgated, some even going so far as to eliminate number work in the primary grades. The latter procedure, however, merely fails to face a pressing issue. But the majority of plans are practical, the general statement calling for more concrete quantitative experiences and less memory drills. Such an analysis brings several important questions to mind, such as: What kind of arithmetic should we teach? How should we teach it? How much should we teach? Several teachers, including myself, constantly are seeking answers to these problems. Because of this, I would like to share with teachers interested in this problem, some of the theories and ideas of my first grade arithmetic program which brought the most satisfactory results.

Before we can determine in detail what kind of arithmetic to teach, we should, first of all, know the individual abilities of our class. With first-graders, the only method applicable is an oral inventory test. I gave such a test about ten days after the opening of school. My source of information for this was the teacher's manual, *Understanding Numbers*. A study of the results revealed that the general weakness lay in quantitative concepts, rational and serial counting to 10, and forming groups to 10. There were relatively few failures in rote counting to 20. The logical conclusion was that the children needed drill in the number work in which they failed. So my task now lay in leveling the apparent differences in abilities in the fields of counting, number meanings, and concepts of size, quantity, and location. This inventory is the best method of determining the kind of arithmetic to be taught and the order in which to approach each step.

The first thing I set out to clarify was rational counting, i.e., associating number names with corresponding numbers of objects. Serial counting came next. We should begin with counting because, when this basic elementary fact has been mastered, there is a

foundation upon which to build. By "mastered" I do not mean that the child must know perfectly every number from one to a hundred, but that he should understand the principle and relationship of one number to another. My experience has been that children require about three months to develop this number readiness. The teacher's ingenuity, which ought to make this work attractive, plays an important part in attaining this end.

My children responded readily to the idea that the numbers one to nine were a family who lived together in a little house on number street. Number one was the mother, and numbers two to nine were her children. Mrs. "Ten" had one too, as well as Mrs. "Thirty," Mrs. "Forty," and so on up to Mrs. "One Hundred." While studying this, I reserved one large panel of my side blackboard to portray a residential scene—small houses of different shapes, sizes, and color, lining both sides of the road. Attractive little yards with "stick people" inhabitants were pictured also. As I introduced each new family, I had the children see the color of the house in which the particular group lived; what families were on either side of it; what members of said family were in the yard; and questions of a similar nature.

After this I gradually presented concepts. In presenting the concept "tallest," I had the boys determine who the tallest boy in the room was, and the girls did likewise. Immediately I had a follow-up lesson on the concepts "shortest" and "longest." There were groups of objects such as pencils, chalk, crayons, and the like displayed on the worktable. The pupils in one aisle would tell the ones in another aisle what to select—for example, Eddie would say, "Mary, please bring me the longest pencil." Mary would do it. Then the next in line would take his turn. One mistake causes the rest of your grade to come popping out of their seats to rectify the error, sometimes actually.

From this point, the children were ready for more advanced numbers and other concepts as I gave them to them. Counting by two's, five's, and ten's can be worked in as variations during the course of the year. I found it most advantageous to correlate activities with the work presented in the organized arithmetic period because this requires that the child use the number facts he has been taught, thus showing him their usefulness. Most of my youngsters were country children who had already developed a sense of responsibility and a willingness to work. So, under guidance, they took turns checking the registration and marking the record on the board, passing out a certain number of sticks of chalk, and a number of erasers, and likewise keeping a record of the supply money.

*Our Lady of Mercy Convent, Rochester 10, N. Y.

Pages could be devoted to enumerating attractive and clever ways of teaching arithmetic to primary children, but each teacher should be careful to select the ones best suited to her class; otherwise the methods will fail to serve their purpose.

The question of how much arithmetic to teach is debatable. However, most schools have a syllabus which states the requirements to be met. Our Catholic Syllabus for the Diocese of Rochester does not call for addition or subtraction in grade one; stress is given to counting, to comprehension of number meanings, money, and concepts. This is done in view of the fact that, at a little later stage of development, the child can comprehend more easily and within a much shorter period of time these computational facts.

If every individual employed in a primary

grade looked at her profession from the viewpoint of helping others and not from the viewpoint of salary and a "breather period" before a promotion, there would be more pleasant and practical results for all concerned. The child, first of all, would have memories of happy school days and a firm foundation upon which to increase his knowledge of arithmetic. Parents, in turn, would have fewer problems with home study, poor reports, and occasional failure in a grade. Last, but not least, the everlasting and repugnant cries of the upper-grade teachers, "They missed their foundation work in the baby grade," "No wonder we can't give them the work required; they have nothing on which to build," might be quelled. It's up to you, the primary teacher, to realize your importance and make a resolution to "Do Your Part Well!"

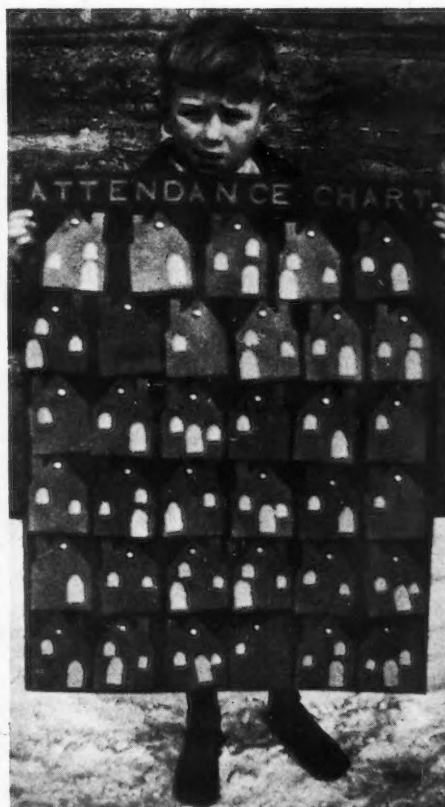
ATTENDANCE CHART

*Yvonne Altmann **

Have you ever had an attendance chart in your room? If not, you may like to try this idea. Talk to the children about attending school. Stress the health rules. Tell them if they follow the rules they can come to school just about every day. If they do get sick, they should stay home so that they will get well in a hurry and be back in school that much faster. If they come to school sick they will be sent home anyway so they might just as well stay home. It is very selfish on their part if they do come to school when they are sick because that will make other children sick. Then talk from the angle of its being a privilege to come to school. Have the children tell you all the reasons why it is important to come to school. Let them tell you why they like to come to school. After you have discussed the pros and cons of school attendance, tell them about the attendance idea.

Make an attendance chart on an oak tag-board 24 by 36 inches, which you can cover with colored construction paper. Across the top of the chart paste letters which you have cut out of colored paper. You may wish to cover the chart with blue paper and make the letters orange. Your enrollment may call for two charts. If so, have one for the girls and one for the boys.

For September each child should be given a house which he will cut out. The house can be drawn on orange construction paper. The children can help cut out the doors and windows from yellow construction paper. Each child should have his name on a house. It should be fastened to the chart with a thumb-tack or a brass fastener. At the end of the first week each child who has been in school all week is given a window to paste on his house. Give a window each week until the last week when the child gets a door. At the end of the month give the children their houses to take home. If you wish, you can send home



The September Attendance Chart

only the houses that have all the windows and doors.

To correlate with the September chart, you may like to work out a unit on "houses." You may wish to refer to an article of mine published in the September, 1946, *Junior Arts and Activities*, 4616 N. Clark Street, Chicago 40,

Ill. — Houses pp. 13, 14. Another article on a finger paint poster on houses written by myself is found in the April, 1944, *CATHOLIC SCHOOL JOURNAL*, 540 N. Milwaukee Street, Milwaukee 1, Wis. — p. 113.

As you read these articles you will find that the attendance chart ideas are worked out for four weeks to a month. Now if you should have five weeks or three weeks in a month due to a longer month or a vacation which shortened a month, then change the idea to fit the number of weeks in the month. For five weeks, you could add eyebrows for one week for all the ideas that have faces, or one nostril each week for the nose, while for three weeks you could give the two eyes for one week. I'm sure you will find it very easy to do this once you see what the ideas are. You can use the same principle on other ideas.

ELIAS AND THE ANGEL

Jezabel, the queen of Israel, promoted the worship of false gods in her country. Elias, God's prophet, took steps to oppose her, and the queen immediately ordered his death. Elias, on hearing about his condemnation, fled from the soldiers. His flight sapped all his energy. He became so exhausted by lack of food and the hardships of the escape that he was forced to stop for rest. He no sooner sought relaxation than sleep overcame him.

Elias was awakened from his sleep by an angel of God who said to him, "Arise and eat." The angel had brought a little portion of cake and some water. Elias ate the food, and then fell asleep again.

The angel came a second time. "Arise and eat; for you have a long way to go." Scripture says that "he arose and ate, and drank, and walked in the strength of that food for forty days and forty nights," until he reached his destination and safety on Mount Horeb.

Old Testament stories, like this one, have a purpose. God permitted certain historical facts to be written down for our instruction. By this story God wants us to see that we, like Elias, become exhausted in doing good and in avoiding the enemies of our soul.

Whether modern Catholic youth will remain strong and virtuous, especially in the virtues of purity and modesty, will depend on their devotion to our Lord in the Eucharist. Every soul finds itself spiritually exhausted at times because of trials, temptations, and disappointments. Its strength will be revived in the Eucharist, the means which Christ uses to give new life to the soul.

Christ gave a warning to those who will not eat the Heavenly Food that He offers to everyone; He says that the soul will be wounded by the enemy and die. "Unless a man eat the flesh of the Son of Man and drink His blood, he cannot have life in him." — University of Notre Dame Religious Bulletin.

*Kindergarten director, Oshkosh, Wis.



The Mysteries of the Rosary, Drawn by Sister M. Remberta, O.P.

*St. Bernard's School, Wauwautosa, Wis.



The Mysteries of the Rosary, Drawn by Sister M. Remberta, O.P.

*St. Bernard's School, Wauwautosa, Wis.

The Bugbear of Composition

*Sister M. Evarista, C.S.J. **

The first weeks after I was assigned to teach sophomore English to a group of boys were a nightmare. I violently disagreed with the sage who declared that the good Lord never overestimates the load. Many of these boys knew little grammar, they were unfamiliar with the mechanics of composition, and definitely lacked interest. To get work written in ink was a tug of war; to get it on time was another.

Meticulously I checked their themes, pointed out errors, and consumed class time in verbose explanation. The effectiveness of my teaching was evident in such literary offerings as the following:

This story show the brilliant of a dogs mind how smart they really are. How the people of the north can withstand hardships.

Yet, some in the group had imagination. After reading Michael Fessier's "That's What Happened to Me" in literature, I asked the class to write an exaggerated account of an imaginary experience of their own. From one lad I received this:

One day I was driving along about ninety miles an hour when I had a blowout. I was thrown into a wheat field, through a strawberry patch, and then into a herd of Jersey cows.

I wasn't hurt and the car wasn't damaged so when I heard a funny noise I went back to see what it was and was surprised to see a delicious strawberry shortcake with whipped cream fly out of the exhaust pipe.

The class enjoyed the humor of this hyperbolic piece of composition, but even a corrected version in the school paper failed as an incentive for higher endeavor.

Then came Christmas themes. The assignment was a theme on a subject pertaining to Christmas or exemplifying a virtue in keeping with the spirit of the feast. Perhaps it was a latent desire to do penance for Advent which impelled me to read the themes immediately instead of postponing the evil day as was my wont. Perhaps, too, it was the Christmas spirit which made me see their better-than-usual qualities. At any rate, they did seem better, and I found something to praise in each. Following is the opening paragraph of one.

I like to serve Midnight Mass at Christmas. Everybody always seems kind of excited like they were awaiting the coming of the Savior. It is like putting on a big show. When I get into my cassock and the clean surplice which Mom has washed and ironed for me, I feel like I was getting into my costume. The church begins to fill with people and I go out and light the candles almost like I was setting the stage for the show. Then Father and the altar boys come in the sanctuary and begin Mass. It's like when the curtain goes back and the show starts.

On every paper I wrote some sort of commendation. On some it was only, "This is neater than usual"; again, a connotative word or expression was noted.

This technique still works. If I read the

themes during study period and find a good one, I rise silently, and without comment post it on the bulletin board. At once someone comes up to sharpen his pencil or put waste paper in the basket, incidentally noting whose theme is posted. Of course he passes on the information.

I vary the class procedure. I have no set day for themes but assign one as occasion arises. I make the assignment two or three days before the theme is due and urge the students to spend care and thought in preparing it. A few of them do so. In class I sometimes ask the students to read their own, and I ask for criticism from the class. Sometimes I read them, criticizing constructively whenever possible. Again, when returning papers I call the individual student's attention to his errors. Still maintaining an attitude of constructive criticism, I assure him, "You know better than that." When I ask him what is the error, often as not he knows.

Board work is indispensable. With the work before them, the class can more easily detect weak and strong points. For this reason I have themes copied on the board. If they are long I ask for one paragraph, usually the first or the last since these are important. It is a good device, too, to ask students to go to the board and, without previous preparation, write a paragraph on a given subject or on one of their own choosing. Usually the results are far from gratifying, but this procedure keeps the class alert and enables the teacher to see if the student writes his own compositions.

One device never fails to stimulate interest and arouse enthusiasm. That is a theme written as a class project. The class decides on a topic, choosing one within the realm of their own experience. Together we work out the outline

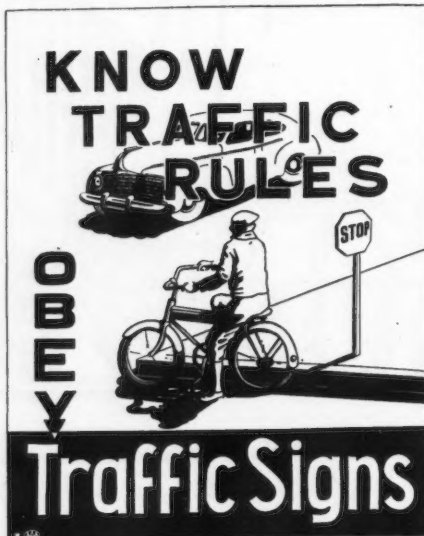
and then write the story. I ask the class for suggestions, offer some myself, and write the story on the board, contriving to use as characters all members of the class. Completing this project is too much for one class period. The next day's assignment therefore, is to finish the story. The variety of endings is both interesting and amusing.

A teacher must ever be alert to new devices and novel methods of presentation. I find that the devices discussed here and a prompt return of papers are effective in overcoming that bugbear, English composition.

Lessons Were Prepared

A principal made it a practice whenever he substituted for an absent teacher to discover how many of the pupils had prepared the lesson assigned. Generally he found that only 40 to 60 per cent of the pupils had performed the assignment. But one day he took charge of a ninth-grade class in citizenship in which 27 of the 29 pupils had prepared the work. Writing in *The School Review*, for April, 1945, B. W. Gorman, of the Senior High School, Connorsville, Ind., presented the reasons why the pupils had done their duty, with the students' words in quotes, followed by his own comments. The analysis was as follows:

1. "The assignment is something we can do. It is within our ability, both as to difficulty and amount." A teacher often forgets that he has worked ten, twenty, thirty years, or more to learn what he knows about his subject.
 2. "There is always something different. It isn't the same kind of work all the time, like in some classes." Variety is the spice of school life, as it is everywhere else.
 3. "We like the up-to-dateness of the subject. Much of it deals with the here and now." It must be admitted that the up-to-dateness of content varies greatly from one subject to another. However, almost any subject can be approached from an up-to-date point of view and treated in an up-to-date manner.
 4. "Much of the subject is close to us. It is near to our lives. It deals with problems that are real to us." The problem must be close enough for the pupil to see, if he is to be able to understand, to perform, and to assimilate it fully. What we try to teach is often too foreign to the child's experience.
 5. "The teacher always allows part of the class period for study." Our class periods are 52 minutes in length and come under the classification of the extended period. However, it is an almost universal complaint of students that teachers generally allow too little of the class period for directed study.
 6. "We know what we're supposed to do." In other words, the assignment is clear, the standard of achievement is definite, and the pupils know in advance what the standard is.
 7. "The teacher is sure to check on us and to find out whether or not we did the work." There is little pleasure in doing work unless someone recognizes that it has been done—unless there is acclaimed satisfaction with the completed job.
 8. "The teacher is fair. Reward in terms of grade is certain. We are sure to get credit for what we do." Assignments are made on a budget basis, with the completed minimum assignment being worth a mark of C. Extra effort brings extra reward. The more ambitious always have an opportunity to go beyond the minimum.
- Some of these principles are commonplace and are recognized by all. Some are not applicable to all types of subject matter in all fields. It is felt that any teacher of any subject should be able to glean some helpful principles from this analysis by a class of ninth-grade pupils.



*St. Francis High School, St. Paul, Kans.

The Fabric of the School

Ultraviolet in the Schoolroom

Allen J. Dusault *

ABSENTEEISM due to respiratory diseases may now be reduced by as much as 50 per cent by irradiating the classroom with ultraviolet. Until the development of the ultraviolet lamp, there was little or no way at all of controlling cross infection that contributed largely to the estimated 160 million school days lost to pupils in the United States every year, and absenteeism during epidemics rose to such large proportions that it sometimes necessitated closing the schools.

But in 1935 Dr. H. C. Rentschler of the Westinghouse Research Laboratories pioneered the development of an ultraviolet lamp that had the power to destroy air-borne organisms with its invisible short-wave ultraviolet rays. It had long been known that ultraviolet rays produced by the sun had the power of killing germs, but it was not until a man-made lamp was developed, producing shorter and more powerful rays than those found in the sunlight, that this bactericidal agent could be utilized indoors. After many years of research, this ultraviolet Sterilamp was produced, and it is this type of lamp that is being used today in many schools.

The air in enclosed areas such as schoolrooms, contains countless numbers of bacteria and other microorganisms floating about, which are a continual source of contamination to the occupants. These flying microbes increase in numbers with every sneeze or cough and may spread disease to every person in the room. Tests show that the majority of germs expelled into the air do not settle immediately to the floor as was once believed, but may remain alive floating in the air a day or more. The random air currents in the room, caused by drafts from windows, doors, and heating and ventilating systems, constantly circulate the bacteria throughout the room. Sterilamps placed in indirect fixtures, mounted on the walls or suspended from the ceiling, constantly irradiate the upper portion of the atmosphere with bacteria-destroying ultraviolet rays. When the convection currents in the room carry germs up into the irradiated area, both the pathogenic and non-pathogenic organisms are killed immediately. Tests made by exposing Petri plates in various locations of a room show that the irradiated air may be rendered between 95 and 100 per cent bacteria free. In this manner, the total bacteria content of the room is reduced.

Evidence as to the effectiveness of ultraviolet lamps in the classrooms has been gathered from many schools throughout the country for the past eight years. Actual data showing the reduction in absenteeism in the schoolrooms, utilizing ultraviolet lamps, is evidence as to the effectiveness of man's latest weapon against respiratory infections which are among the commonest ills of mankind.

In the Elm Street School, Plattsburgh, N. Y., tests were conducted during the period of October 25, 1943, to May 29, 1944, in the second and third grade, containing 48 and 44 pupils respectively. In the second grade, which was used as a control room and did not contain Sterilamps, the number of days of absenteeism totaled 652. In the adjoining third grade room, equipped with Sterilamps, the number of days of absence was only 219. Thus, in the room protected with ultraviolet, the number of days of absenteeism was reduced by nearly two thirds. [See Table I.]

At St. Nicholas' Parochial School in Atlantic City, N. J., there were approximately 30 per cent fewer days missed during the 1943-44 school year, compared with the previous year when Sterilamps were not installed. [See Table II.] The absenteeism reduction rate was maintained during the next two school years while enrollment stayed constant.

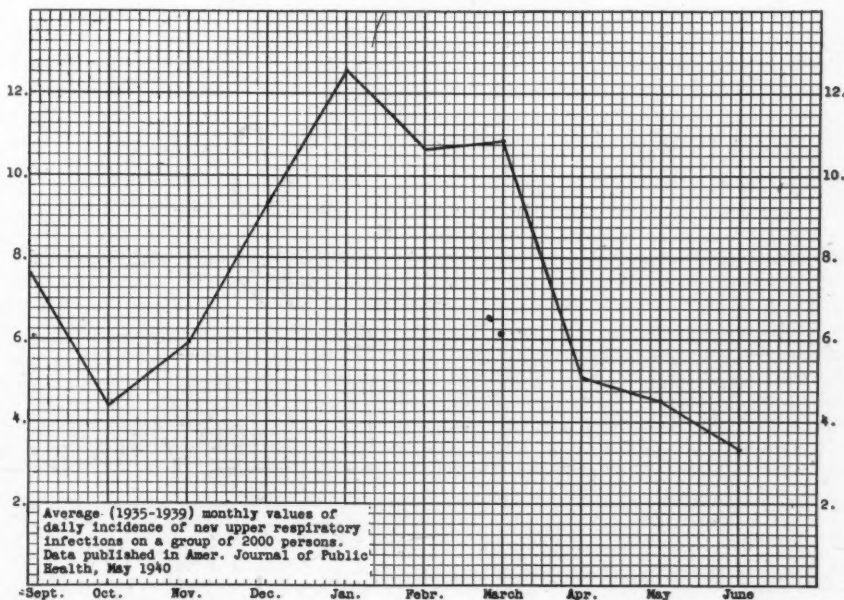
For the 1943-44 term, lamps were installed at St. Nicholas in six rooms embracing the kindergarten through the sixth grade. The next year lamps were installed in all rooms through the ninth grade, and the school reports there has not been a single teacher absent because of respiratory illness in two years. Of 400 pupils enrolled in the 1945-46 school year, there were only two cases of contagious disease that could be attributed to air-borne infection the school nurse reported.

Officials of the Clearwater (Calif.) School District reported, on the basis of one year's operation of the lamps in one room each at their Los Cerritos and Grove Avenue Schools, that "the attendance of the children using the rooms equipped with Sterilamps was improved, and the usual epidemics of colds, measles, whooping cough, chicken pox, and other children's diseases as reported by our school nurse did not occur. In not one instance did we have a group of children infected by a contagious disease as is usually the case in the primary grades."

The rate of absenteeism blamed upon respiratory diseases at the National Child Research Center, Washington, D. C., a nursery school and kindergarten attended by children five years old and under, was more than halved in the first four months of 1946, after ultraviolet lamps were installed, compared with the corresponding months of 1945. Enrollment was about the same as can be seen in Table III.

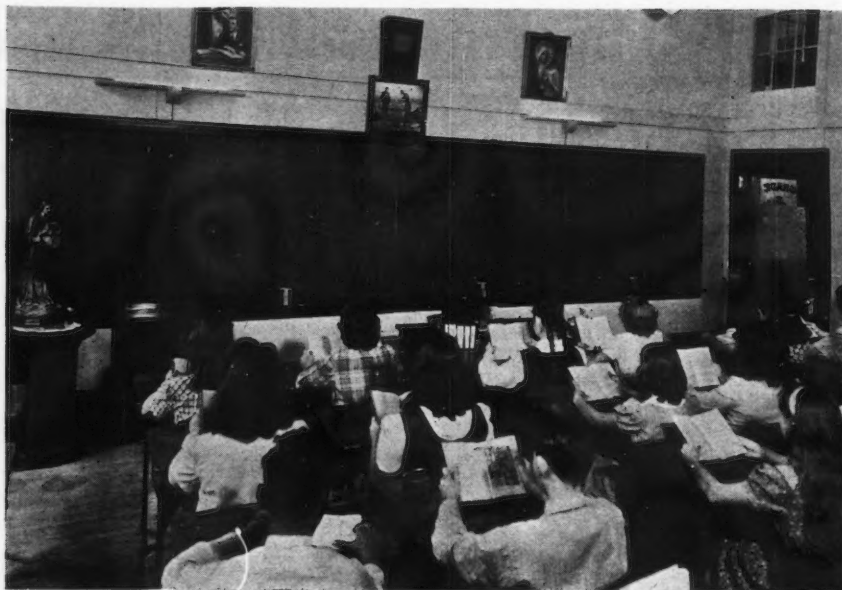
Bactericidal lamps tested at the Naval Training Station at Sampson, N. Y., during the past two winters resulted, Navy doctors reported, in a 25 per cent reduction of respiratory illnesses among 15,000 men in the protected barracks, as compared to the rate among 15,000 men in unirradiated quarters.

It is not surprising that this great reduction in contagion is possible through the use of bactericidal lamps if the imposing list of respiratory diseases which may be caused by air-borne bacteria and virus is considered. They include in part: influenza, tuberculosis, diphtheria, chicken pox, scarlet fever, mumps, measles, pneumonia, and septic sore throat. According to the surgeon general's records of the U. S. Army, 35 per cent of all illness in the army camps during 1933 and 1934 was from respiratory infections including pneumonia.



*Engineer, Lamp Division, Westinghouse Electric Corp., Bloomfield, N. J.

This 35-desk classroom at St. Nicholas School, Atlantic City, N. J., has two ultra-violet lamps above the black-board and two in the rear of the room. The pastor believes that these lamps "were a great help in preventing the spread of colds and other contagion."



— Photo, Westinghouse Technical Press Service

The installation of these ultraviolet lamps is relatively simple and quite economical, especially when considering the benefits gained from their use. A typical classroom requires three to four fixtures and lamps, which may be hung from the walls on hooks or suspended from the ceiling. The lamps operate on standard 115-volt a.c. power, and each unit consumes approximately the same amount of electric power as the ordinary 25-watt light bulb. The cost, including the lamp and fixture, is between \$30 to \$40 a unit and, therefore, the complete equipment for an average-size classroom is between \$100 and \$150. When the cost per day of educating a student and the money spent for the prevention and care of illness is considered, the investment in ultraviolet lamps for protecting their health is relatively small. The actual cost of the lamps, calculated over a ten-year period and including the initial installation cost as well as the operating expense for a typical classroom, amounts to only 20 cents per school day.

In some cases Sterilamps are installed in air conditioning ducts so that all air circulating through the system is rendered free of harmful bacteria before being discharged into the rooms. This prevents the recirculation of harmful bacteria from room to room which may be especially undesirable during the winter months when the heated air is re-used many times.

However, personal protection is not the only field in which these lamps find valuable service. Industry has utilized Sterilamps in scores of other applications for the past ten years. It is these same lamps that are used in the pharmaceutical industry to maintain a sterile condition in the drugs during the manufacturing process. Serums, vaccines, and other such perishable products are prepared under the most aseptic conditions, utilizing ultraviolet lamps to prevent harmful contamination. In bakeries they are destroying mold spores which float in the air and cause spoilage in bread and cake. The meat, brewing, wine, and soft drink industry use the lamps to prevent air-borne micro-organisms from destroying their products. Milk, which is an excellent medium for the culture of bacteria, is protected by ultraviolet, as are the other allied products of the dairy industry. The farmer reduces the mortality of his chickens and livestock and helps to prevent epidemics among his flocks with ultraviolet lamps.

Probably the most outstanding application is in the hospital operating room. Dr. Deryl Hart, surgeon at Duke University Hospital, Durham, N. C., was the first to report beneficial results in 1937 after a series of many operations performed under the ultraviolet Sterilamps. Previously, despite rigid aseptic practice, infections were occasionally occurring in operations requiring large and deep incisions. After the lamps were installed, infections in major operations dropped as much as 90 per cent.

Since man first moved indoors he has paid a high price in sickness, and spoilage of his products, as a result of air-borne contamination. Ultraviolet rays now remove this hazard by making the air indoors as safe as in the open field.

TABLE I: Absences due to respiratory diseases only in Elm Street School, Plattsburgh, N. Y.

Week beginning	Second grade without Sterilamps		Third grade with Sterilamps	
	No. students absent	No. days absent	No. students absent	No. days absent
October 25, 1943	6	15	1	2
November 1	6	7	2	2
November 8	2	2	4	7
November 15	3	7	5	6
November 22	10	13	3	5
November 29	11	22	4	11
December 6	18	38½	3	9
December 13	21	68½	4	13
December 20	9	24	7	8½
January 3, 1944	13	44½	9	23
January 10	13	40½	6	19
January 17	14	37	7	10½
January 24	11	32	7	15½
January 31	6	18	5	12
February 7	7	14	4	4
February 14	10	28	4	4
February 21	4	7	3	2½
February 28	1	2	7	11
March 6	3	3	6	9½
March 13	5	10	6	8
March 20	12	31	4	9½
March 27	10	38	4	8
April 3	7	24	1	1
April 17	9	30	3	2½
April 24	9	43	2	3
May 1	6	24	0	0
May 8	8	18	1	½
May 15	4	5	1	5
May 22	2	6	1	1
May 29	0	0	0	0
	240	652	114	219

Number of students in second grade 48

Number of students in third grade 44

Area of rooms same

Location of rooms adjoining

The installation and cost of bulbs are comparatively high, but the operation cost is low. A 15-watt fluorescent bulb is equivalent to a regular tungsten lamp of 40 watts, roughly a 35 to 40 per cent saving in current consumption. If there are rooms where artificial lighting is constantly used for a very long period each day and good lighting is needed, the 40 per cent saving in electric current should be taken into consideration.

Intensity of Illumination

The original values of new fixtures rapidly drop off when they are in use for a while. It is a safe practice to estimate 70 per cent of the initial output given in tables for utilization in a classroom and that only if there is assurance that they will be properly maintained. Otherwise use about 50 per cent of the stated output as a working value for bulbs and luminaires.

For classrooms, laboratories, study halls, libraries, offices, and shops the recommended intensity is 15-20 foot-candles.

For sewing rooms, drafting rooms, and other rooms where detail work is done, 25-30 foot-candles.

For gymnasium (basketball, etc.) and for other similar games, 15 foot-candles over the playing area.

For auditorium, assembly rooms, stairs, toilets, cafeteria, 10 foot-candles.

For corridors, locker rooms, 5 foot-candles.

Certain operations may require individual lights to supplement the general illumination from above.

Wiring and Spacing of Fixtures

For a desirable minimum the spacing of fixtures usually is given as one half times the distance between the horizontal plane at which uniformity of light is desired and the position of the light source. The selection of fixtures, classified according to the degree of the directness of light transmitted, should be given serious consideration. It is usually estimated that up to 50 foot-candles of light can be obtained from a general lighting system. Values above this should be done by means of spot lighting.

The adequacy of wiring is important. Wires too small for their length of run, number of outlets, and total wattage cause a noticeable voltage drop, i.e., efficiency drop, for lamps and machinery. All wiring should be installed according to the requirements of the "National Electric Code" and of the "Local Building Code." All switches should be flush mounted safety switches. It is difficult to illuminate a room more than 30 feet in length with less than six fixtures. In classrooms with ceilings 11½ to 12 feet high, use ceiling fixtures with an oversized luminaire.

Choice of Reflectors

The following fundamentals of performances are considered by engineers and architects in the choice of units:

1. Desirable distribution of light and suitability for the particular interior involved;
2. Efficiency of output;
3. Inherent maintenance of initial efficiency and ease of periodic cleaning and lamp replacement;
4. Adaptability to the use of larger lamps should more light be required;
5. Sturdiness of construction;
6. Cost of installation, operation, and maintenance;
7. The relative importance of these factors will vary with applications.

Intercommunicating and Radio Systems

Where intercommunicating and radio systems are to be provided immediately or in the future the wiring should be drawn at the time of construction. *Until such time that the administration and the teachers accustom and educate themselves to these useful innovations their immediate installation is debatable.* However, large elementary and secondary schools require some sort of two-way vocal intercommunicating system connecting classrooms, teachers' rooms, and janitor's room with the principal's office.

Clocks

Schools operating on a departmentalized basis should be provided with a master clock

with secondary clocks in all classrooms, corridors, cafeteria, shower rooms, etc. A system of buzzers and bells is an integral part of the master clock system. These signals should not be used as a fire alarm system. The number of 12-hour programs to be installed with the master clock will depend on the number of cafeteria shifts needed or other variations in class schedule. Incidentally, if the community lives in the same building as the school or adjacent to same this central clock system can be used as a means to ring the community signals. In this case add at least 2 more twelve hour programs to the master.

Fire Protection System

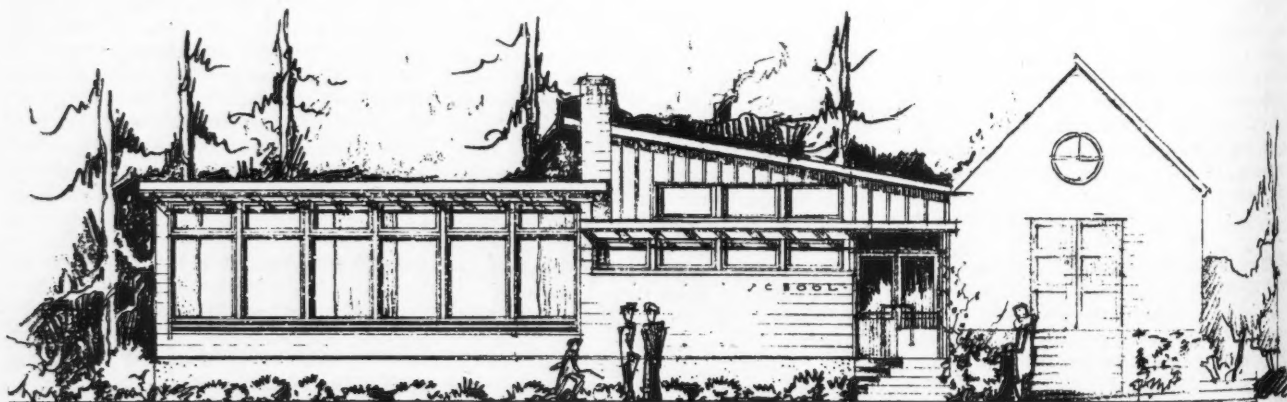
The recommendations of the "National Board of Fire Underwriters" and the "Local Building Code" should be followed with respect to fire extinguishers, fire hoses, exit lights, fire escapes, exit stairs, etc.

CARDINAL INAUGURATES BUILDING

Addressing the New York Building Congress early in June, Cardinal Spellman said that the Archdiocese of New York is ready to begin a \$25,000,000 building program. Admitting that he was breaking a personal rule "never to undertake the construction of a building unless I had on hand half the money necessary for its completion," he said that he was doing his part to counteract the philosophy of fear and extreme caution in making capital expenditures.

The building program includes: Archbishop Stepinac High School for \$4,000,000, one fourth of which sum is on hand; the Alfred E. Smith Memorial Hospital for which \$3,000,000 has been subscribed and which will cost \$7,000,000 at present prices; and the New York Foundling Hospital to cost \$3,000,000 with only \$600,000 now available.

"Through work, founded upon confidence in our country's destiny, America has recovered from every crisis that has threatened her," Cardinal Spellman emphasized. "This confidence I have. Therefore I shall go forward and hope and pray that others, in equal confidence, will follow."



Architect's sketch of the new school building planned for Our Saviour Colored Mission in Covington, Ky. The building of concrete blocks, will contain four classrooms and other necessary facilities. Edward J. Beiting of Newport, Ky., is the architect. The Sisters of Divine Providence are in charge of the school. The present church building is at the extreme right of the picture.

Audio-Visual Aids: A Cooperative Service

Evaluations of Audio-Visual Aids

George E. Vander Beke, Ph.D., Compiler*

THE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATHOLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the P (poor) rating will be subject to review by the compiler of these evaluations.

X. The Mailman

16mm. sound, 11 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$45. Rental \$2.50. Black and white. Teacher Manual.

Contents. This film takes us around the routes of an urban and rural mailman in order to show some of the activities and responsibilities of mailmen, and the services provided by the United States Post Office. The film is planned to show the importance of mail in our lives; the relation of an efficient system to punctual, accurate, and dependable mail delivery; the duties of the mailman; the variety of messages and materials that come through the mail; the differences between the duties of urban and rural mailmen; the services provided by the rural mailman's car; the mailman's warm and friendly interest in the people who live on his route.

Appraisal. A fine motion picture.

Utilization. For the elementary school. In language work the children can read many stories about the travel of letters, the Pony Express, carrier pigeons, and the air mail. The writing of letters should be stimulated. The children can set up their own post office and develop habits of punctuality and accuracy.

X. Ball-Handling in Football

16mm. sound, 11 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$45. Rental \$2.50. Black and white. Teacher Manual.

Contents. This film combines authoritative instruction in football fundamentals with expert film production techniques, to make an outstanding motion picture for teaching an important phase of scientific offensive football. Slow-motion, stop-motion animation over live action, and close-up photography contribute much to an easy understanding of the fundamentals covered.

Correct upright and crouch stance are shown; effective exercises are described for strengthening the fingers; the importance of keeping the eyes on the ball are stressed; scenes demonstrate the correct position for the hands of the receiver; the effective technique in the "T" style of play is illustrated; the prescribed method for catching a punt or long pass is portrayed; hand-to-hand passes in the backfield are demonstrated; the correct methods of handling the ball in close plays, line buck, and in the open field are analyzed; slow-motion scenes clarify effective technique in handling the ball during spinner plays.

Appraisal. This film was prepared in collabora-

tion with Andrew Kerr, coach at Colgate University, and supervised by Norman Sper. It is specifically designed for high schools and will be found to be most helpful to instructors of physical education.

Utilization. The need for previewing the film by the teacher is of the greatest importance in this film as well as in all motion pictures. To get the greatest return from the showing the coach will call the attention of the group to the specific details he knows to be coming in each scene. The suggested techniques should be practiced on the field until the skills become automatic.

X. Blocking in Football

16mm. sound, 11 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$45. Rental \$2.50. Black and white. Teacher Manual.

Contents. This film demonstrates the cross-body block and the shoulder block as the framework of offensive football. Blocking is characterized as clearing the way for the ball carrier and spearheading the attack. The essentials of good blocking—speed, power, drive, follow-through, timing, body control—are clarified. Head up, eyes straight ahead, neck pulled in, back straight, hips lower than shoulders, feet just outside the hip line, weight evenly distributed—these are made remarkably clear. The cross-body block is shown

THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

from the starting position until the follow-through is complete. The shoulder block is characterized as the maneuver designed to drive the opponent away. Scrimmage and game scenes are employed.

Appraisal. A must film for coaches.

Utilization. For high schools and colleges. Know your film before showing it. Practice the techniques illustrated. Analyze the players' faults on the basis of the film's presentation.

X. Tackling in Football

16mm. sound, 11 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$45. Rental \$2.50. Black and white. Teacher Manual.

Contents. This film shows the shoulder and cross-body tackles with variations as the two basic phases of defensive football. Physical conditioning is explained as a preliminary to work on tackling fundamentals. Exercises are demonstrated for developing and toughening those muscles most used in tackling. The shoulder tackle is described as a defensive maneuver to block and grab the ball

carrier. The cross body is analyzed to show the player keeping his eyes on the point of attack, driving his head and chest in front of the ball carrier's thighs, circling the legs with his arms, drawing the legs to him, twisting his body, thus bringing the ball carrier down. The film stresses the importance of learning to make accurate, hard tackles so that the ball carrier cannot break away. It demonstrates how the tackler can protect himself from injury when he falls with the ball carrier.

Appraisal. A fine portrayal of an important part of football.

Utilization. For high school and college. Discuss the film with a brisk review of its contents. Give the group a chance to ask questions. Show the film a second time. Point out important points such as the action of the hands in tackling; the part played by feet and legs in the shoulder tackle. Practice the techniques on the field. Repetition will master these skills.

X. Ball-Handling in Basketball

16mm. sound, 11 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$45. Rental \$2.50. Black and white. Teacher Manual.

Contents. This film develops the concept that a winning offensive demands proficiency in all ball-handling skills. Numerous examples of catching, holding, passing, faking, feinting, dribbling, and shooting are provided. The two-handed grip is outlined. Finger-tip control, normal axis, and valve and seam positions are detailed. Close-ups of head, trunk, hips, knees and feet depict the stance that best enables the alert player to meet every ball-handling situation. Ball catching techniques are illustrated. Catching the ball below the waist precedes consideration of one-handed techniques for holding and passing. Actual game situations review ball-handling fundamentals.

Appraisal. A well-planned film by experts in basketball and photography.

Utilization. For high schools and colleges. Here are many possibilities for teachers of this popular game. Follow up with practice activities and discussion questions.

X. Shooting in Basketball

16mm. sound, 10 minutes. Encyclopaedia Britannica Films, 20 N. Wacker Drive, Chicago 6, Ill. Sale \$45. Rental \$2.50. Black and white. Teacher Manual.

Contents. A player demonstrates the two kinds of set shots: one-handed and two-handed. Then follows a detailed, start to finish analysis of the two-handed technique.

Close-ups show that the shooter's feet may be held apart at a natural, easy-balancing distance, or may be drawn together for greater power. A detailed study of the grip is shown. Propulsion and follow-through action are pictured in medium-length shots, with emphasis upon follow-through hand position. The concluding episode compares the low, medium, and high trajectory. Animation overlays trace the paths of the ball. Final scenes in this episode portray teams in competition.

Appraisal. A fine film.

Utilization. For high schools and colleges. Here again practice and discussion will follow the several showings of the film.

THE POWER OF TEACHERS

The future is before us as though wrapped in impenetrable fog, but you hold that future in your power for in your hands the new generations are entrusted who will be called upon to forge and control it.—Pope Pius XII to Italian Association of Catholic Teachers.

Catholic Education News

PERSONAL ITEMS

• **REV. THOMAS VERNER MOORE**, noted psychiatrist and head of the department of psychology at the Catholic University of America, has joined the Carthusian Monks at the Cartuga de Miraflores near Burgos, Spain, to lead the life of a hermit. Father Moore, who is 69 years old, was ordained as a diocesan priest in 1901. In 1923 he became a Benedictine monk.

• **SIX BROTHERS** of the SACRED HEART left, in June, for the African missions. They are: **BROTHERS LIONEL, BARTEL, GABRIEL, and GEOFREY**, of St. Aloysius High School, New Orleans; **BROTHER ALPHONSE**, from Catholic High School, Baton Rouge; and **BROTHER WARREN**, from McGill Institute, Mobile, Ala.

AD MULTOS ANNOS

• **SISTER M. APOLLONIA**, of the Sisters of St. Francis of Mary Immaculate, celebrated, in May, the 75th anniversary of her religious profession at St. Francis Convent, Joliet, Ill. She is 91 years old.

• **REV. JAMES CANNING, S.M.**, recently observed the sixtieth anniversary in the Society of Mary, at Chaminade College, Clayton, Mo.

• **REV. WILLIAM LAMM, S.M.**, of St. Mary's University, San Antonio, Tex., recently celebrated his silver jubilee in the Society of Mary. Father Lamm is a Newman scholar, the author of: *The Spiritual Legacy of Newman* and *The Golden Thread of Newman*.

• **DR. LEO A. BEHRENDT**, director of the glee clubs of the Catholic University of America, on May 4, directed a concert of University singers, in commemoration of his 25 years as director.

APPOINTMENTS AND HONORS

• **REV. RAYMOND W. SCHOUTEN, S.J.**, regent of the school of social service at Fordham University since 1939, is the new president of Canisius College, Buffalo, N. Y. He succeeds **VERY REV. TIMOTHY J. COUGHLIN, S.J.**, who has been appointed treasurer of Le Moyne College at Syracuse, N. Y. Father Schouten is a native of Buffalo.

• **VERY REV. JOSEPH R. SLAVIN, O.P., Ph.D.**, is the new president of Providence College, Providence, R. I. He succeeds **VERY REV. FREDERICK C. FOLEY, O.P.**, who resigned because of ill-health. Father Slavin, who was graduated from Providence College in 1928, was born in Dorchester, Mass. He received his Ph.D. from the Catholic University of America in 1937, and taught there for 10 years, becoming a professor of philosophy. He was also a guest lecturer at De Paul University in Chicago. He collaborated with Dr. Robert Hutchins, Dr. Mortimer Adler, and Dr. Stringfellow Barr in establishing the "Great Books" course at St. John's College, Annapolis. Before the war, he undertook a survey of European universities for the Catholic University of America. He is an editor of *The Thomist* and author of several books on education and citizenship.

• **REV. WILLIAM F. MASTERSON, S.J.**, for the past four years director of the Jesuit Philippine Bureau and seminary fund in New York City, is now president of the Ateneo de Manila, the Jesuit university in Manila.

• **REV. JAMES A. MAGNER**, procurator and assistant treasurer of the Catholic University of America, received the 1947 Pan American Award of the Pi Alpha Sigma Fraternity of St. John's University, Brooklyn, N. Y., for outstanding contributions to inter-American understanding. The citation and a gold medal were presented on April 19. Dr. Magner is the author of *Men of Mexico* and *Latin American Pattern* and numer-

ous articles and lectures on Latin-American affairs, and has conducted annual seminars in Mexico since 1940.

• **MOTHER M. JOSEPH, S.N.D.**, is the new provincial superior of the Congregation of the Sisters of Notre Dame with headquarters at St. Joseph Heights, Covington, Ky. A native of Delphos, Ohio, Mother M. Joseph entered the Congregation of the Sisters of Notre Dame at Cleveland. Since 1931 she has been head of the department of biology and professor of biology and chemistry at Notre Dame College, South Euclid, Ohio. She has a master of science degree from the University of Notre Dame. As provincial, she succeeds **MOTHER M. ANGELA** whose term has expired. **MOTHER M. VERA**, superior general of the Congregation, presided at the installation of Mother M. Joseph on June 12.

• **REV. RAPHAEL C. MCCARTHY, S.J.**, is the new president of Regis College, Denver, Colo. Father McCarthy was a student at Regis College from 1903 to 1906. He entered the Society of Jesus in 1906 or 1907. After his ordination, he taught psychology at St. Louis University. In 1936 he was appointed president of Marquette University, and, in 1944, he became regent of the school of nursing at St. Louis University. He was also chairman of the veterans' committee and the committee on public relations. Recently he has been director of the department of psychology at St. Louis University.

• **VERY REV. MSGR. CHARLES L. GIBLIN**, assistant executive director of the Catholic Charities of the Archdiocese of New York, is the new president of Catholic College, the preparatory seminary of the archdiocese.

• **REV. FRANCIS X. TALBOT, S.J.**, former editor in chief of *America* is the new president of Loyola College, Baltimore, Md.

• **REV. THOMAS V. CASSIDY**, superintendent of schools of the Diocese of Providence and dean of the Catholic Teachers' College at Providence, received the honorary degree of doctor of laws from Providence College at the 1947 commencement.

• **MOTHER M. FELICITAS** has been appointed provincial superior for the Chicago province of the Felician Sisters—headquarters at 3800 Peterson Ave., Chicago 45, Ill. She succeeds **MOTHER M. JOLANTA** who has been provincial for several years.

• **REV. DR. JOHN K. RYAN**, of the Diocese of Winona, Minn., associate professor of philosophy at the Catholic University of America, has been

made a domestic prelate by Pope Pius XII with the title of Right Reverend Monsignor. Msgr. Ryan is well known as a writer. Among his books are: *Basic Principles and Problems of Philosophy*; *Modern War and Basic Ethics*; *God and My Heart*; and *My Communion*. He is coeditor of *American Essays for the Newman Centennial*, a member of the editorial board of *Encyclopedia Americana*, and associate editor of *The New Scholasticism*.

• **GEORGE E. VANDER BEKE, Ph.D.**, has been appointed registrar and director of admissions at Marquette University, Milwaukee. He succeeds Mrs. Mary L. Melzer, who has been registrar for 27 years and will remain as an adviser. Dr. Vander Beke, a native of Brussels, Belgium, is a graduate of the University of Iowa. He joined the Marquette faculty in 1926, and has been secretary of the faculty of the graduate school since 1928 and head of the department of education since 1939. For the past two years he has been on leave of absence from the latter position while serving as co-ordinator of veterans' affairs at the university.

• **JOHN P. TREACY, Ph.D.**, is now head of the department of education at Marquette University. Dr. Treacy, who received his Ph.D. in education from the University of Minnesota, has been on the Marquette faculty since 1929 with the exception of a brief absence, and for the past two years has acted as head of the department of education. During the past two years he has been an active promoter and organizer of the new courses in elementary education at Marquette. One of his special fields of interest is rural education.

• **URBAN H. FLEECE, Ph.D.**, recently dean of the New Mexico Highlands University at Las Vegas, has been appointed professor of education and co-ordinator of veterans' affairs at Marquette University, Milwaukee. Dr. Fleece is a graduate of the Catholic University of America and the author of books and magazine articles on Catholic educational subjects.

• **REV. JOSEPH N. GARVIN, C.S.C.**, formerly assistant professor of Latin at the University of Notre Dame, is now a member of the managing committee of the American School of Classical Studies at Athens, Greece. Notre Dame is a co-operating agency of this school.

• **REV. JAMES B. MACELWANE, S.J.**, dean of the St. Louis University School of geophysical technology, has received from President Truman an appointment to the Committee on Geophysical Sciences of the Joint Research and Development Board.

(Continued on page 26A)



Dr. Fleece



Dr. Treacy

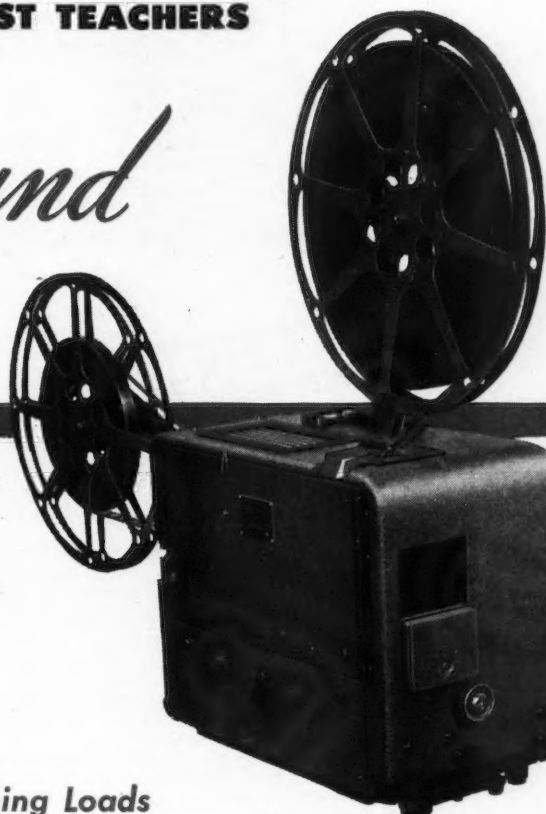


Dr. Vander Beke

FIRST ASSISTANT TO

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Catholic Education News

(Continued from page 262)

● **REV. JOSEPH T. O'BRIEN, S.J.**, is the new regent of the school of social service at Fordham University. Father O'Brien received his Ph.D. from the Gregorian University in Rome in 1927. The school of social service, at 134 East 39th St., New York City, was founded for graduate education of men and women in social fields. Miss ANNA E. KING is dean of the school.

● **BROTHER DAVID MARTIN, C.S.C.**, librarian and professor of library science at the University of Portland, Ore., has been elected to the executive council of the Catholic Library Association. Brother David is also a member of the American Library Association; the author of *American*

Catholic Convert Authors; editor of the *Bookman*, published by the University of Portland; and of *Catholic Library Practice*, a recent book.

● **REV. DR. GERALD A. RYAN**, formerly assistant professor of religious education at the Catholic University of America, is now dean of the Catholic Sisters College of the University. Father Ryan is a priest of the Archdiocese of Philadelphia.

REQUIESCANT IN PACE

● **BROTHER CYRIL, C.F.X.**, died early in the summer at St. Joseph's Preparatory School, Bardonia, Ky. Brother Cyril, a native of Kentucky, entered the Xaverian order in 1886. His secular name was William C. Cooper.

● **BROTHER BRUNO, S.C.**, died, last June, at Granby, Quebec, in his 72nd year. During his

long service as a Brother of the Sacred Heart, he directed several schools in Canada and the U. S. He was born at Ste. Anne de la Perade, Quebec.

● **MOST REV. HENRY J. ALTHOFF**, for 33 years bishop of Belleville, Ill., died early in July, at the age of 74. Bishop Althoff was born Aug. 28, 1873, at Aviston, Ill. He studied at St. Joseph's College, Teutopolis, Ill., and at the University of Innsbruck, Austria, where he was ordained, July 26, 1902. He was consecrated bishop on Feb. 24, 1914.

● **BROTHER CHARISIUS LEO, F.S.C.**, since 1933 bursar of Bishop Loughlin Memorial High School, Brooklyn, N. Y., died, May 24. John J. Noone in secular life, Brother Leo was born in Brooklyn in 1876. He became a Brother of the Christian Schools in 1892. He celebrated his golden jubilee in 1942.

● **MOST REV. MICHAEL J. CURLEY**, archbishop of Baltimore and Washington, died on May 16 at the age of 67.

● **REV. WILLIAM J. DUANE, S.J.**, died in New York City, June 27, at the age of 79. Father Duane entered the Society of Jesus in 1887 at Frederick, Md. He taught at Boston College and at Fordham. From 1925 to 1930, he was president of Fordham University. Since 1936, he has been at the Church of St. Francis Xavier in New York City. From 1930 to 1936, he gave 152 retreats at Mt. Manresa, S. I.

● **SISTER M. INNOCENT, O.S.B.**, head of St. Martin's Academy and High School, Sturgis, S. Dak., died, May 31. Sister Innocent came to St. Martin's Academy as Kathryn Margaret Harrington, with her two brothers and one sister, in 1908. She was born at Lead, S. Dak., April 5, 1894. Most of her religious life was spent in teaching and supervision at St. Martin's.

● **REV. J. HUGH O'Donnell, C.S.C.**, who retired as president of the University of Notre Dame a year ago, died, June 12, at the age of 52.

Father O'Donnell was born at Grand Rapids, Mich., June 2, 1895, and became a student at Notre Dame in 1912. He received his degree in 1915, entered the seminary of the Congregation of the Holy Cross, and was ordained to the priesthood on December 28, 1921. After serving as rector of Badin Hall and prefect of discipline at Notre Dame, he was appointed, in 1931, president of St. Edward's University, Austin, Texas. He returned to Notre Dame in 1934 to become vice-president. In January, 1940, he became acting president, succeeding Most Rev. John F. O'Hara who became supervising bishop of the army and navy Catholic diocese. He was appointed president in July, 1940, holding the position till he was succeeded last year by Rev. John J. Cavanaugh.

At the commencement exercises in June, 1947, Father O'Donnell was awarded the honorary degree of doctor of laws. During his administration more than 25,000 men were trained by the navy at Notre Dame, nearly 12,000 of whom were commissioned. Before retiring, he handled the problem of veteran students. During his term of office, the endowment of the university was raised from \$1,000,000 to more than \$3,650,000.

● **BROTHER HAROLD, C.S.C.**, (Walter A. Grindel), principal of St. Anthony High School, Long Beach, Calif., died April 16, at the age of 47. He was buried at Notre Dame, Ind. Brother Harold was a native of Sandusky, Ohio.

● **SISTER M. CLARE (BERRY)**, a member of the Sisters of St. Joseph for nearly 68 years, died, March 30, at the age of 90 years. She was buried from the Mount Gallitzin mother house at Baden, Pa. She had been active as a teacher and administrator.

● **SISTER M. FIDELIS (HOULIHAN)**, I.H.M., former principal of St. Basil's School, Dushore, Pa., died, April 3, at Scranton, Pa. Her requiem Mass was celebrated by her brother, Rev. James Houlihan, pastor of St. Charles Church, Sugar Notch, Pa. Sister Fidelis was professed in 1889.

(Continued on page 28A)

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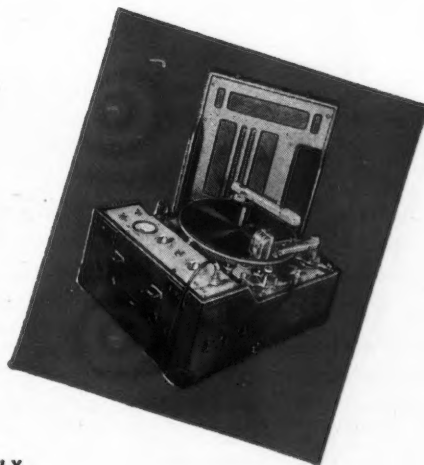


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Catholic Education News

(Continued from page 26A)

• **BROTHER EDMUND, C.F.X.**, superintendent of St. Mary's Industrial Home for Boys, died, early in April. He was born in New Hampshire, became a Xaverian Brother in 1909, and taught in Maryland, Kentucky, Massachusetts, and West Virginia, and in Europe. From 1937 to 1944 he was provincial of the American Province.

• **SISTER M. BAPTISTA (McDONALD), C.S.J.**, principal of St. Anthony's School, Elmira, N. Y., where she had taught for 32 years, died, March 27. She entered the Congregation of the Sisters of St. Joseph in 1910.

SCHOOL ITEMS

School Press Day

In the Diocese of Brooklyn, last fall, the diocesan superintendent of schools, Rt. Rev. Msgr. Joseph V. S. McClancy, organized for the diocese the Catholic High School Press Association. On June 27, at St. John's University, Brooklyn, a Press Day was held. The Bishop's prizes in school journalism were awarded at this meeting.

Enlarged Commercial School

St. Joseph's Commercial High School, Brooklyn, N. Y., has moved into larger quarters in a newly renovated school building supplied with the most modern equipment. This school for girls was opened 43 years ago by the Sisters of St. Joseph. It now is a fully accredited commercial high school with about 1600 students.

Urges Character Training

"Too many young men and women are coming out of the secondary schools keenly aware of their rights, and only casually concerned with their responsibilities," said Joseph P. Grace, Jr., a prominent businessman, in addressing the Catholic Business Educational Association in New York City. "Secular education alone," he said, "will not provide us with the qualities needed to become truly successful in business, qualities which are looked for by the employer at the time a young person is interviewed."

New High School

The Brothers of Holy Cross, from Notre Dame, Ind., will open Notre Dame High School at Van Nuys, in the San Fernando Valley in California, in September.

Silver Jubilee

Gibault School for Boys at Terre Haute, Ind., recently celebrated its silver jubilee. Brother Camillus, C.S.C., the field director, says that, since the establishment of the school some 1500 delinquent and problem boys have passed through the school. Brother Ignatius, C.S.C., is the superintendent.

Trade School Expansion

A new trade school building will be completed and ready for use this fall at Boys Town, Neb. Instructors have been obtained for the new bakery, shoe shop, sheet-metal shop, and for vocational agriculture.

Penmanship Contest

St. Augustine's School, South Boston, Mass., won first place in the National Penmanship Contest conducted, May 8, by the National Board of Examiners, Penmanship Research Center, Bridgeport, Ill. St. Rita School, West Allis, Wis., won second place; and the Edison School, Mangum, Okla., was third.

Driving Instruction

Driving now is in the curriculum of at least 10 Catholic high schools in Chicago. Instructors received a course at Northwestern University last June. The cars, equipped with dual control, are supplied through the co-operation of dealers and the Motor Club.

New Academy Building

Sacred Heart of Mary Academy, Sag Harbor, Long Island, N. Y., completed its seventieth year with commencement exercises on June 22. Following the commencement, ground was broken for an extension to the building—a school and dormitory building.

The new wing will include a gymnasium-auditorium. Above the gymnasium there will be classrooms, library, science laboratories, the principal's office rooms, and visitors' rooms. The dormitory section will have single rooms with private bath and four-bed dormitory rooms. Infirmary and quarters for a Sister supervisor will be on each floor. In the basement there will be soundproof music rooms, a cafeteria with snack bar, and a bookshop.

The building, designed by William J. Boegel of Manhattan, will be in Georgian Colonial style of red brick with white limestone trim.

New Parish School

A new school for St. John's Parish in Louisville, Ky., was blessed on May 25.

In New Orleans

St. Theresa of the Child Jesus Parish, the youngest parish in New Orleans, La., has just opened a new school, the first permanent building of the parish. The new fireproof building with nine classrooms, offices, clinic, library, and assembly hall was erected at a cost of \$135,000. Rathbone Debays is the architect.

New Girls' Home

Marycrest, a million-dollar home for dependent girls, is being erected by the Sisters of the Good Shepherd at Wickliffe, Ohio.

(Continued on page 30A)



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Catholic Education News

(Continued from page 28A)

EDUCATIONAL MEETINGS

Franciscan Conference

Rev. Pius Barth, O.F.M., is the new president of the Franciscan Educational Conference. He succeeds Very Rev. Thomas Plassmann, O.F.M., president of St. Bonaventure College, who has been president since the organization of the Conference in 1919.

Father Pius is director of St. Peter's Parish Library, Chicago, and a professor at De Paul University, Chicago. He is also a member of the executive board of the North Central Association of Colleges and Universities.

Library Conference

The 21st annual conference of the Catholic

Library Association was held at San Francisco, Calif., June 30 to July 3, during the 66th annual conference of the A.L.A. in the same city. The officers of the C.L.A. for 1947-49 are: Brother A. Thomas, F.S.C., of Manhattan College, New York, president; Sister M. Reparata, O.P., of Rosary College, River Forest, Ill., vice-president; and Lawrence A. Leavey, P.O. Box 25, New York 63, N. Y., executive secretary. Brother David Martin, C.S.C., librarian and professor of library science at the University of Portland (Ore.), has been elected to the executive council.

N.C.E.A. to San Francisco

The 45th annual convention of the National Catholic Educational Association will be held at San Francisco, Calif., next Easter week, March 31 to April 2. The annual meeting has not been held in San Francisco since 1918.

Rt. Rev. Msgr. James T. O'Dowd, superintendent

of schools of the Archdiocese of San Francisco, is chairman of the local committee in charge of arrangements.

A special committee of the executive board of the N.C.E.A., meeting in Cleveland, June 11, announced the theme of the 1948 meeting, selected and elaborated by the department presidents.

The general theme will be: Catholic Education — a Challenge to Collectivism.

1. The rise of collectivism — a social philosophy which tends to destroy the dignity of the individual for the benefit of group welfare and which excludes group behavior from the sanctions of the moral law — is threatening the American way of life. It tends to eliminate all forms of private enterprise in cultural, educational, and economic life.

2. Catholic education proclaims a philosophy of life which establishes a code of morality equally applicable to the individual and the group.

3. Since American democracy demands a balance between individual liberty and the common good, avoiding the two extremes of exaggerated liberalism and collectivism, it can thrive only on such a philosophy as animates Catholic education.

Liturgical Week

National Liturgical Week was held at Portland, Ore., Aug. 18-21. The whole program was devoted to the Mass, "Christ's Sacrifice and Ours." The Liturgical Conference, sponsors of the meeting, numbers among its officers the following persons: president, Rev. Thomas J. Carroll, director, Catholic Guild for the Blind, Boston, Mass.; vice-president, Very Rev. Msgr. Martin B. Hellriegel, pastor, Holy Cross Church, St. Louis, Mo.; and secretary, Rev. John P. O'Connell, assistant, Immaculate Conception Church, Highland Park, Ill. The secretary's office is at 200 South Green Bay Road, Highland Park, Ill.

Rural-Urban Institute

The National Catholic Rural Life Conference of the Diocese of Ft. Wayne sponsored a rural-urban institute for 1000 Sisters attending summer school at the University of Notre Dame, July 6-7. Most Rev. William T. Mulloy, bishop of Covington, episcopal president of the national conference, delivered the opening sermon.

Orthodontic Service Needed

The U. S. Children's Bureau, Social Security Administration, Federal Security Agency, held a conference in Washington, D. C., June 9, to discuss means of getting orthodontic service to thousands of children who need it. The meeting brought out the statement that one out of every four children has a dento-facial deformity, ranging from crooked or misplaced teeth to severe malformations that affect not only his physical health but also his mental and emotional development. Some of the defects are "buck" teeth and other conspicuous malformations; a cleft palate or harelip; underdeveloped jaws or jaws out of the normal position. Speech defects are a common result of these defects. The conferees agreed that the skills of many persons are needed in treating these defects — the orthodontist, plastic surgeon, physician, psychologist, speech therapist, and teacher. Some of this work is being done through state health and crippled children's agencies aided by federal funds.

Higher Education Needed

Speaking at the 25th annual Institute for Higher Education at the University of Chicago, Newton Edwards, professor of education at the same school, deplored the small percentage of persons 25-29 years old who have had any college training. The percentage does not exceed 16.5 per cent in any state and is much lower in many parts of the country. "One half of the most competent high school graduates," he said, "are unable to go to college because of economic barriers. We can ill afford to go on making such inadequate use of human resources."

(Continued on page 33A)

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Catholic Education News

(Continued from page 30A)

Wisconsin Catholic Educational Association

The Wisconsin Catholic Educational Association will meet, September 25-26, at Milwaukee. Rev. Edmund J. Goebel, diocesan superintendent of schools, 437 W. Galena St., Milwaukee 12, Wis., is director. The headquarters of the convention will be at the Milwaukee Auditorium.

Midwest Library Meeting

The annual meeting of the Midwest Unit of the Catholic Library Association will be held October 17 and 18, 1947, in Kansas City, Mo. Sister Mary Mark, chairman of the unit, announces that His Excellency, Most Rev. Edwin V. O'Hara extended the invitation on behalf of the Catholic Community Library and the Catholic high school libraries of Kansas City. The librarians of these 12 institutions are planning the program, with Sister Hildegard, O.S.B., librarian of Lillis High as vice-chairman. St. John's Seminary, De La Salle Military Academy, Rockhurst High School, St. Teresa's Academy, Loretto Academy, Glennon High School, French Institute of Notre Dame de Sion, Lillis High School, Aloysius Academy, The Redemptorist High School, Hogan High School, Catholic Community Library.

EDUCATIONAL CONFERENCE OF THE BROTHERS OF THE CHRISTIAN SCHOOLS

The Ninth Annual Educational Conference of the Brothers of the Christian Schools was held in Saint Michael's College, Santa Fe, N. M., July 16, 17, and 18. The general chairman was Brother Benildus, president of the college.

The conference theme was a study of the work of the Brothers in the United States during the past 100 years in accordance with the educational philosophy of St. John Baptist de La Salle, their

founder. At the opening session the message of greeting from the superior general in Rome was read, so also the message from Brother E. Victor, assistant superior general, at present in New York, N. Y. The president of the conference, Brother V. Ralph, Berkeley, Calif., said in the course of his presidential address, "... that the message from the most Hon. Brother Superior General, as well as that from our most Hon. Assistant Superior General, Brother E. Victor, speaks to us as did our holy founder to that nucleus of Brothers around which was developed an Institute now worldwide in its activities and numbering some 16,000 Brothers." Brother Ralph recalled to the conference group that many of the graduates of the Christian Brothers schools and colleges became followers of their founder St. John Baptist de La Salle; ever so many others exercised the sacred functions of the priestly life, and that from these many were consecrated bishops and archbishops, and from these several were selected for that distinctive honor which has for its title, His Eminence, the Cardinal. Among those high in the governing body of Holy Mother Church is His Excellency, Most Rev. Edwin C. Byrne, D.D., archbishop of Santa Fe, N. M. Archbishop Byrne is a graduate of the Christian Brothers' schools in Philadelphia.

The paper which presented the "Curriculum Development in the Christian Brothers' Educational Institutions During the Past One Hundred Years" was read by Brother Agatho, Manhattan College, New York. Brother Agatho stated in his opening paragraph that, "The basic educational philosophy of St. John Baptist de La Salle was not anything unique; it was genuinely Catholic; for the Catholic philosophy of education, and therefore St. John Baptist de La Salle's philosophy, has always been complete and is forever unchangeable because man's nature is immutable and the purpose of his existence is divinely ordained." Brother Joachim Ambrose of St. Mary's College, Winona, discussed the paper.

Brother Benignus, head of the department of

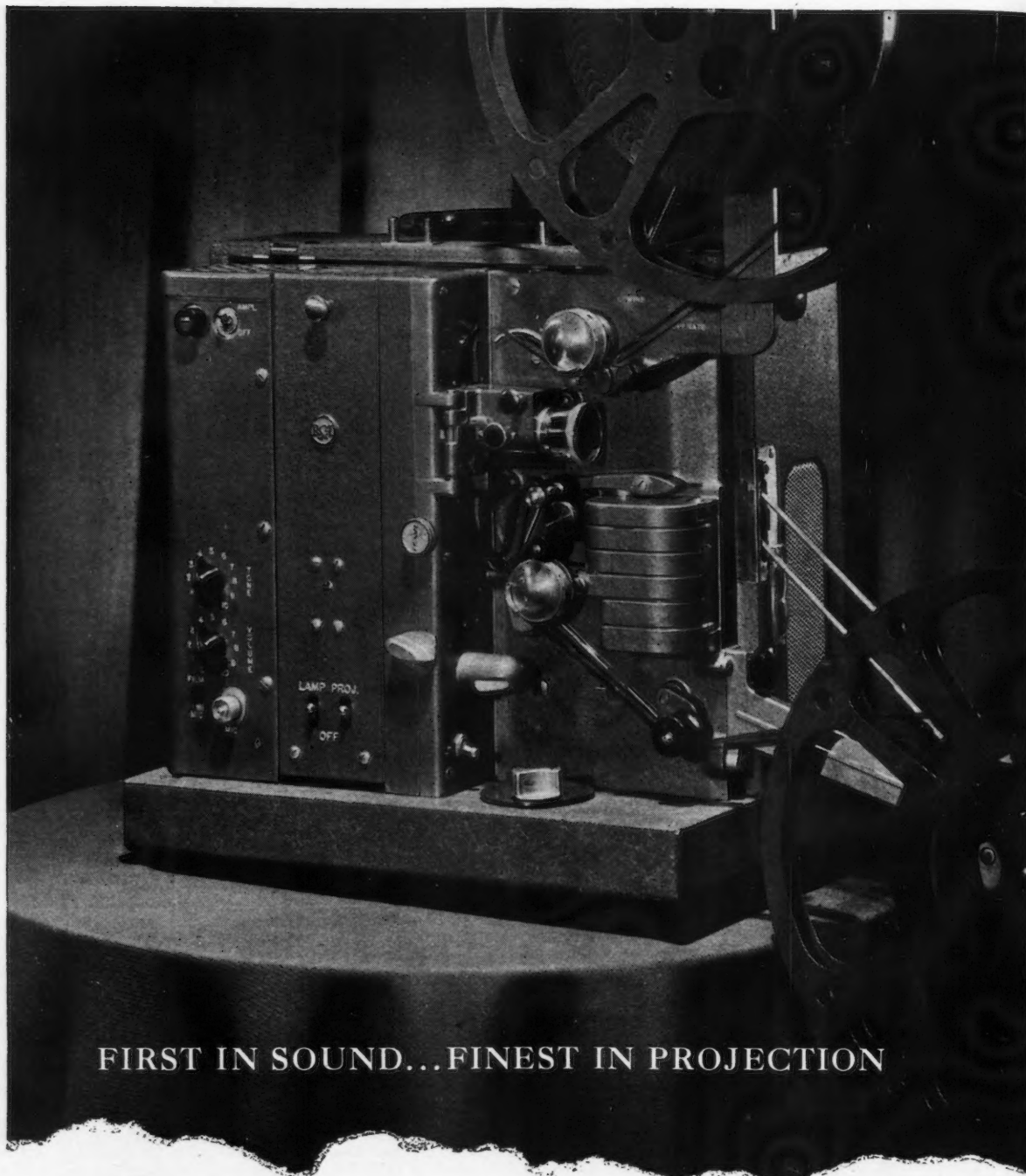
philosophy of Manhattan College, discussed the question of the integration of religion with all phases of the college curriculum. He stressed the necessity of integration and pointed out that much remained to be done in Catholic colleges until such integration vitalized the whole program of studies. Brother Josephus Gregory of St. Mary's College, Winona, who discussed the question, would have us find in the spirit of faith the principle on which we might build a vital system of education which would be thoroughly Christian in all its aspects.

Brother Matthew, head of the department of history, St. Mary's College, Calif., read a paper which showed, "The Role of the Religious Education Program in the Christian Brothers' Institutions During the Past One Hundred Years." Brother Matthew brought his paper to a close by reading the letter which His Holiness, Pius XII, sent to the superior general of the Brothers shortly after the visit of His Holiness to the United States. As Brother Matthew concluded the reading of the letter, he turned to His Excellency, Archbishop Byrne, the conference guest, and very meekly and graciously said: "The Vicar of Christ hath spoken!"

One of the outstanding papers of the conference was read by Brother Daniel Henry of Calvert Hall, Baltimore. The paper discussed public relations as maintained today and in the past by the administrative authorities in the Brothers' secondary and higher institutions of learning. Brother Daniel Henry developed his paper upon this thought, "... our main public relations office has been and is today the classroom, and our most effective public relations director is the Brother, who, animated by the spirit of his Institute, the spirit of lively faith and ardent zeal, brings up his boys 'in a truly Christian spirit,' and in so doing brings the blessing of God and the admiration of the public upon his school. ... This has been the ideal public relations program of the Brothers from the beginning." Brother A. Raymond of St.

(Continued on page 36A)

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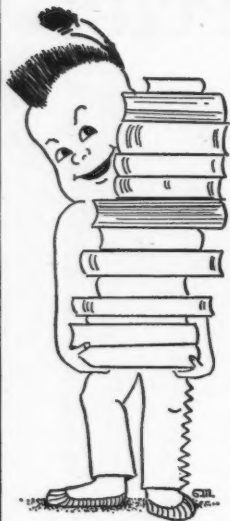
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Catholic Education News

(Continued from page 33A)

Michael's College proposed an answer to the question, "What Are the Greatest Needs of Our High Schools Today?" The answer, he said, "... is found in the Bull of Approbation issued by Pope Benedict XIII, when He formally approved our Institute." These words are: "... that we teach those things which pertain to a good and Christian life. ... that zeal for the education of youth in accordance with the standards of Christian law should be the special characteristic and, so to speak, the spirit of our Institute." The development of Catholic Action in the graduates of secondary and higher institutions animated Brother Raymond's paper; he concluded with these words: "As St. Paul so aptly phrases it, it has been given to us to be teachers and we have the glorious task and privilege of building up the

frame of Christ's own body. We cannot afford to be unworthy of that high mission."

Brother I. Damian, principal of Cretin High School, St. Paul, Minn. and Brother A. Arsenius, former provincial of the New Orleans-Santa Fe Province, read papers concerning the history and institutions in various parts of the world in which the Christian Brothers carry on the work of the Christian Education of the poor. The many colleges, secondary schools, and military academies which the Brothers have in the United States afford sources of income for schools conducted for the Christian education of the poor.

Two special reports concerned the missionary activities of the Brothers in the Philippine Islands and in Blue Fields, Nicaragua. The reports were presented by Brother Alfred, vocational director of the New York Province and by Brother Robert, vocational director of the Santa Fe-New Orleans Province.

At the closing session of the conference the fol-

lowing officers were elected: Brother Benildus, Santa Fe, president; Brother Hugh Elzear, Chicago, vice-president; Brother Dominic Augustine, Philadelphia, executive secretary. Brother V. Ralph, immediate past president, is ex officio, a member of the executive committee.

The 43 visiting Brothers from the provinces of New York, Baltimore, St. Louis, and California were the guests of Brother Ernest, provincial of the Santa Fe-New Orleans province, of Brother Benildus, president of St. Michael's College, Santa Fe, and of Brother Conrad, principal of St. Michael's High School, Santa Fe.

A NATIONAL CONFERENCE ON UNESCO

The first national conference on UNESCO was called by the U. S. National Commission for UNESCO at Philadelphia, March 24-26, 1947.

UNESCO means United Nations Educational, Scientific, and Cultural Organization. On July 30, 1946, President Truman signed Public Law 565 authorizing the United States to accept membership. The Organization seeks to contribute to peace and security through the spread of knowledge and culture.

Public Law 565 also set up the United States National Commission for UNESCO. Its functions are, briefly: to advise the U. S. Government in matters pertaining to UNESCO; to act as consultants in the appointment of United States delegates to UNESCO conferences; to advise the U. S. delegates; to serve as a liaison agency with organizations and individuals in the U. S. who are interested in UNESCO; to help the general public in the U. S. to understand the objectives of UNESCO.

Very Rev. Msgr. Frederick G. Hochwalt, of the National Catholic Welfare Conference and secretary general of the National Catholic Educational Association, is a member of the executive committee of the National Commission for UNESCO. Other Catholic members of the Commission are Dr. George N. Shuster, president of Hunter College, New York City; and Rev. Edward V. Stanford, O.S.A., representing the N.C.E.A.

The meeting in Philadelphia was attended by interested individuals and representatives of organizations. The discussion showed the interest of the National Education Association in promoting a study of UNESCO in the schools. It was announced that, very soon, a booklet will be available on this subject; it may be obtained from state school officials. Brother Eugene Paulin, S.M., of Maryhurst Normal School, Kirkwood, Mo., supervisor of schools for the Society of Mary, and a representative of the N.C.E.A. at the meeting, called attention to the international contacts of the teaching orders of the Church, which tend to promote international understanding.

AWARDS FOR TYPEWRITING

The National Catholic High School Typists Association (headquarters at St. Joseph's College and Military Academy, Hays, Kans.) has announced its 1947 awards to Catholic schools in the United States, Canada, and Hawaii. Sixty Catholic high schools participated.

Winners of school trophies in the novice division, class A, were: first place, St. Louis' School, Castroville, Tex.; second place, St. Patrick's High School, Scranton, Pa.; third place, St. Henry's Academy, San Antonio, Tex.

School trophies in the amateur division, class A, went to: Slovak Girls' Academy, Danville, Pa.; second place, Ursuline Academy of the Sacred Heart, Cleveland, Ohio; third place, Notre Dame Academy, Omaha, Neb.

The following are the winners of school trophies in the novice division, class B: first place, St. Mary's Parochial School, San Antonio, Tex.; second place, Ursuline Academy of the Sacred Heart, Cleveland, Ohio; third place, Girls' Catholic High School, Hays, Kans.

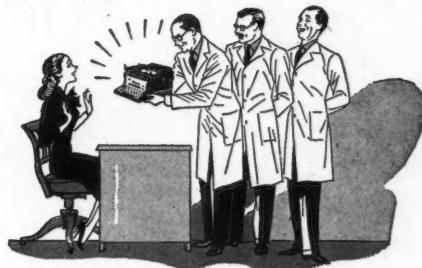
The winners of school trophies in the amateur

(Continued on page 38A)

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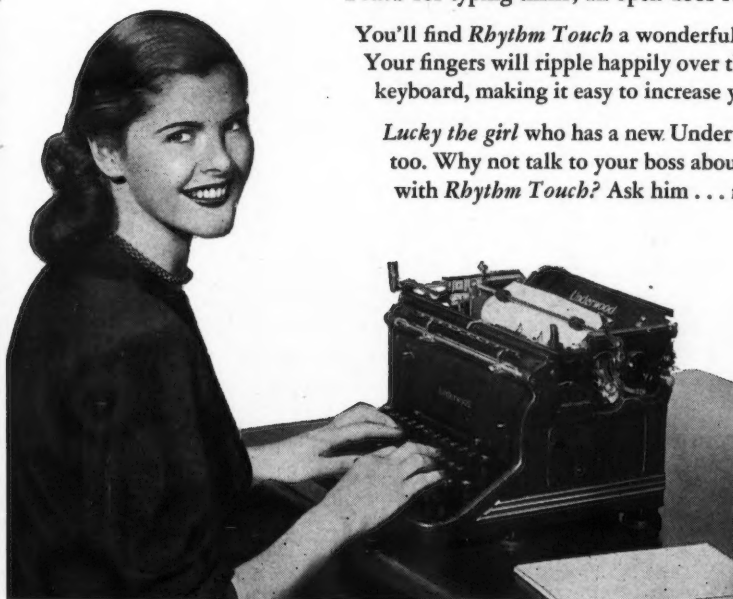
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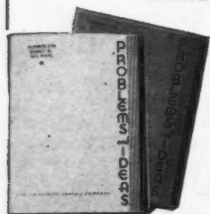
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Catholic Education News

(Continued from page 36A)

class B are: first place, the Catholic High School of Baltimore, Baltimore, Md.; second place, St. Ann's High School, Chicago, Ill.; third place, Victoria Rural High School, Victoria, Kans.

CATHOLIC TRI-STATE CONGRESS

A Catholic Tri-State Congress, sponsored by Most Rev. Francis J. Haas, bishop of Grand Rapids, and under the auspices of the department of lay organizations of the National Catholic Welfare Conference, will be held, Sept. 12-17, at the Civic Auditorium, Grand Rapids, Mich.

An attendance of 5000 priests and lay leaders is expected from the 15 archdioceses and dioceses of Michigan, Ohio, and Indiana.

The co-operating organizations include, in addition to the various departments of the N.C.W.C., the National Catholic Educational Association, the Confraternity of Christian Doctrine, the Catholic Hospital Association, and others.

The general theme of the congress is: "For Informed Lay Action." On Sept. 13, there will be a special education program devoted to "The Catholic High School and Right Living." Participants will be high school students, parents, teachers, and the general public. On the same day another meeting will discuss "Young Adults and Right Living," and a third meeting will be concerned with "Catholic Social Teaching."

Sunday, Sept. 14, will be given over to the Confraternity of Christian Doctrine. Confraternity directors, lay organizations, students, and the general public are invited to participate.

There will be many other interesting and important meetings, closing with Priests' Day on Sept. 17.

PUBLIC SCHOOL RELATIONS

Bus Case Appeal

The Silver Lake Consolidated School District, of Palo Alto County, Iowa, has appealed to the state supreme court a ruling of a district judge that transportation of parochial pupils in public school buses is illegal. The ruling was responsible for closing at least one rural parochial school during the past year—St. Mary's School at Mallard, Iowa.

Status of Federal Aid

The *Catholic Telegraph-Register* of Cincinnati, Ohio, points out two fundamental errors in the Taft Federal Aid Bill S. 472, the latest revision of which would allot \$5 for each child aged 5 to 17 in each state. The first objection is that some states do not need any federal aid. The second objection is that the proposed aid could not be used for any state service to pupils of other than public schools, although, in determining the amount of federal aid, all children of school age are to be counted and all the aid is to go to the public schools. A further injustice would be the provision that, in order to receive aid of any kind, a nonpublic school would be compelled to become a part of the public school system.

Teach True Americanism

In a radio address on the Catholic Hour program, last fall, Msgr. T. James McNamara, superintendent of schools of the Diocese of Savannah-Atlanta, urged the formulation of a civics text that "would escape the charge of sectarianism" and instruct in the self-evident religious truths set forth in the Declaration of Independence.

Abandons Released Time

At San Diego, Calif., last May, the board of education voted four to one to abandon the system of released time for religious education which had been given a year's trial. The decision was made after a public hearing, the reading of several hundred letters, and reports from the ten principals in whose schools the experiment had been conducted. The principals contended that releasing fourth-, fifth-, and sixth-grade pupils one hour a week disrupted schoolwork, caused a vast

amount of extra work for the faculty, and the results were not adequate to justify the program. However, the principals recommended that religious education be carried on with the aid of the schools but at hours which would not interfere with the school curriculum.

In New Brunswick

The Province of New Brunswick does not provide separate schools for the Catholic or Protestant minority as is the common practice in Canada. One system of public schools is maintained by general taxation as in the United States.

In some large centers, as Saint John and Fredericton, Catholics erect school buildings at their own expense. By a gentlemen's agreement, the city school board pays rent for these buildings and provides salaries for teachers and janitors. The teachers are religious or Catholic laymen and laywomen who teach religion a half hour per day after school hours. Most English-speaking children attend such public schools.

In other places such as St. Stephen and Woodstock, Catholics maintain parochial schools.

In rural areas where the population is entirely Catholic the teachers in the public schools are Catholics. They teach religion a half hour after school. Where the population is mixed, there is no religious instruction in the schools.

PHILADELPHIA SCHOOL REPORT

The 52nd annual report of the schools in the Archdiocese of Philadelphia, issued by Rev. Edward M. Reilly, J.C.D., superintendent, showed 139,843 pupils in all Catholic schools of the archdiocese in June, 1946, with 3699 religious and 109 lay teachers. There were 2331 in the kindergartens. The other elementary grades showed a progressive reduction from 15,681 in the first grade to 12,401 in the eighth grade. The high school ranged from 8195 in the ninth grade to 4872 in the twelfth grade. Of the 1945 graduates from the eighth grade, 8707 entered Catholic high schools and 1918 entered public high schools.

COLLEGE AND UNIVERSITY NEWS

New Student Chapel

The Chapel of St. Thomas More, at the Catholic Student Center, University of Iowa, was opened for Masses on July 6, feast of its patron. The new chapel is a temporary quonset building to be replaced later by a permanent building. There will be five Masses on Sundays and two on weekdays, and the students' Mass at St. Mary's Church in Iowa City will be discontinued. Rev. Leonard J. Brugman is pastor of the chapel. Dom Aubrey Zellner, O.S.B., a graduate student at the university, will direct the student choir.

First Catholic College for Women

Mt. St. Bernard College, affiliated with St. Francis Xavier University, Antigonish, Nova Scotia, through St. Francis Xavier University, claims to be the first Catholic college in America to grant degrees to women. Mt. St. Bernard's is celebrating its 50th anniversary.

St. Thomas College, Houston

St. Thomas College, a new coeducational school, will be opened by the Basilian Fathers at Houston, Tex., in September. This announcement was made by Very Rev. V. J. Guinan, superior of the Basilian Fathers.

Religion Taught at University

Most Rev. Henry P. Rohlman, archbishop of Dubuque, last May, addressed a gathering commemorating the 20th anniversary of the school of religion at the University of Iowa, Iowa City. The problem that had to be met, said the archbishop, was "co-operation without compromise." There are Catholic, Jewish, and Protestant classes in the school of religion. Rev. J. Ryan Beiser, Ph.D., one of the priests of the Catholic Student Center, is the Catholic professor. Enrollment in the school has grown from 191 in 1927 to 1798 in 1947.

(Continued on page 40A)

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Catholic Education News

(Continued from page 38A)

Recreation Center

Bishop John Mark Gannon, of Erie, Pa., has donated \$100,000 toward a \$400,000 recreation center and auditorium at Gannon College. The auditorium will seat 3500 persons. The center, to be operated on a nonprofit basis, will be available for public events as well as college purposes.

Expansion at Notre Dame

The University of Notre Dame has outlined a building program of \$12,000,000. It includes a graduate residence hall, a student union building, a war memorial chapel, a library, a gymnasium, and a building for chemistry and physics.

Building for Providence

Plans were announced early this year for a \$500,000 science building for Providence College, Providence, R. I. This will be the second building of a \$1,500,000 building program. The new business administration building, begun last fall, will be used in September.

The Catholic University of America

A feature of the summer session of the Catholic University of America was the Catholic Action Institute of the Confraternity of Christian Doctrine—six weeks of intensive training.

Study of Latin America

Carnegie Corporation has granted \$250,000 among four southern universities to establish study centers of Latin America. The University of North Carolina will specialize in area studies of Spanish South America. The University of

Texas will emphasize Mexico in its program. Tulane University of Louisiana will focus its study upon Middle America. Vanderbilt University will establish an institute of South American studies emphasizing Brazil.

Boy Counseling

The Catholic University of America in co-operation with Msgr. Flanagan's Boys' Home, at Boys Town, Neb., has inaugurated a two-year graduate course in boy counseling. The first and fourth semester will be at the Catholic University, the second and third at Boys Town. Rev. Dr. Paul H. Furley, head of the department of sociology, will be in charge.

Dominican College

Dominican College will be opened in September by the Dominican Sisters at Racine, Wis. This four-year college of arts and sciences is the outgrowth of St. Albertus College, the junior college which has been conducted at the Dominican convent in Racine.

Merrimack College

Merrimack College at Lawrence, Mass., is being opened by the Augustinian Fathers. Rev. Vincent A. McQuade, O.S.A., is president.

A DIOCESAN FILM LIBRARY

Rev. T. A. McCarty, dean, Villa Madonna College, Covington, Ky., has announced that the audio-visual education program of the parochial schools in the Diocese of Covington will be extended through the recent purchase of a library of instructional sound films.

The sound-film library will be centered at Villa Madonna College in Covington. The films as well as equipment will be available to the 22 high schools and 56 elementary schools in the northern and eastern Kentucky dioceses. Father Leo J. Streck, superintendent of diocesan schools, states that priests and teachers interested in audio-visual education are expected to form a permanent audio-visual committee in the near future which will take over the responsibility for the film library and the distribution of the motion pictures.

To aid in launching the program in the proper manner Villa Madonna College conducted a summer course in audio-visual materials for Sisters from many of the schools of the diocese. Austin S. Durham, educational consultant, D. T. Davis Co., was director of the course to train Sisters in the proper methods of using audio-visual materials and the integration of available sound films with the curriculum.

Dean McCarty said, "The Covington diocesan films program has been planned for sometime. Fifty motion pictures on general subjects can be secured from the college library for classes from first grade through high school."

"The objective of the film library, of course, is to be able to provide all the schools in the diocese with the proper film at the proper time. Audio-visual education can be of little assistance unless means are made available whereby every class can use the film it wants while it is studying the particular subject covered by a film. This objective cannot be reached, of course, until the Villa Madonna film library has grown to much greater proportions. That is our goal. We intend to add films and equipment at regular intervals until we have a large enough library for the needs of our diocese."

FATHER PEYTON AND "THE FAMILY THEATER"

For the past two or three years, a priest of Irish origin has been acquiring a well merited reputation in the Catholic world of America. This priest is Father Patrick Peyton, C.S.C. It was toward the end of 1945 that the Catholic press of the United States began to take notice of this Catholic priest with special attention, for he had

*Translation of an article appearing in *L'Osservatore Romano*, July 3, 1947.

(Concluded on page 41A)

Catholic Education News

(Concluded from page 40A)

gone to Hollywood to seek the co-operation of actors and actresses in order to bring to practical realization a project which he had in mind for quite some time: a widespread apostolate for the spread of family prayer.

Little by little, one after the other, actors and actresses signed the contracts which bound them up with the work of Father Peyton. To give a general idea of the nature of these contracts, it will be useful to reproduce the text of them, which, in effect, does nothing else but sum up the program of Father Peyton: "In order to offer to our American families the protection which is necessary and fundamental against the dangers of the present age, and for the purpose of drawing down upon our country the special blessings of Almighty God, I pledge myself to do my part to co-operate for the realization of the project of a radio apostolate for the popularization of the practice of daily family prayer."

More than fifty actors and actresses, both from the screen and from the legitimate stage—and among them many of international reputation—pledged themselves to this apostolate, along with an outstanding contingent of producers and scenario writers. As can be easily understood, the Catholic press gave of its best to favor the work of Father Peyton, who, notwithstanding his success in enlisting all these pledges of co-operation, found it anything but easy to reach the practical realization of his plans. People might be inclined to think that, after the great publicity given to the plan at the beginning, not only in Catholic circles, but likewise in others, Father Peyton would have had nothing else to do but to fix the date and the time of the first broadcast.

This was not exactly the case. From that day in July, 1945, on which Father Peyton went to Hollywood for the first time, from the day on which he obtained the first pledges, until the 13th of February, 1947, when his first program went on the air—"Flight from Home," interpreted by Loretta Young, Don Ameche, and James Stewart—there was only a long succession of obstacles, difficulties, and opposition to overcome.

If, at the present time, every Thursday evening at 10 o'clock, the affiliated stations of the Mutual Broadcasting System broadcast regularly the programs which Father Peyton has chosen to call "The Family Theater," the merit for those is to be attributed to the tenacious will of the priest who, in his deep devotion to God and His Virgin Mother, found the strength to overcome the dis-

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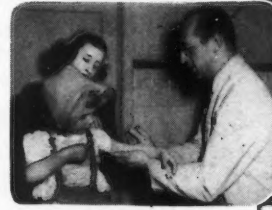
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couragement which would have fallen upon anyone who would have had to face so many difficulties and setbacks.

The Catholic magazine, *The Missionary Servant*, in an article by Father McCaffrey, gives the words in which a well-known Catholic journalist, Joseph Breig, described Father Peyton and the Crusade for the Family Rosary which he had inaugurated some years previously. "The secret of Father Peyton," wrote Breig, "is his simplicity. His physical build is more than average, but in his personality and his faith he has remained the child who used to kneel down every evening, with his parents and eight brothers and sisters, to recite the rosary in his poor home in County Mayo. If he tells you the story of his life, he tells you everything, the good as well as the bad, just like a child, and if he speaks of the Blessed Virgin, you will notice that, more than being simply devoted to her, he is in love with her. He speaks of her, making her so living a reality, I would

almost say so visible a reality, that you cannot help deciding, along with a million American families, to recite the rosary daily, as he advises."

Today "The Family Theater" is a reality: 300 Mutual stations in the U. S., 16 short-wave stations across the Atlantic and the Pacific, the Radio Service of the Armed forces, and a 50 kw station at Stuttgart broadcasting in Europe send out Father Peyton's programs every Thursday evening, and all this has shown, not only the good will of the technicians and the artists in bringing to the nation the Word of God, but also the great desire of the population to receive it. No better proof of this can be found than in the fact that many communities and individuals, inspired by many deeply moving episodes portrayed on the radio, outdo one another in their efforts to send their modest offerings to the "Family Theater," in order that this program may continue to be broadcast to the entire world and bring the message of prayer which inspires its presentations.

This kind of school daylighting doesn't "just happen"

Lower brightness ratios, better daylight distribution, designed into new Oakdale Christian School, Grand Rapids, Michigan, by architect James K. Haveman

DAYLIGHTING of the Oakdale Christian School is the result of long research and careful architectural planning. *It didn't just happen!*

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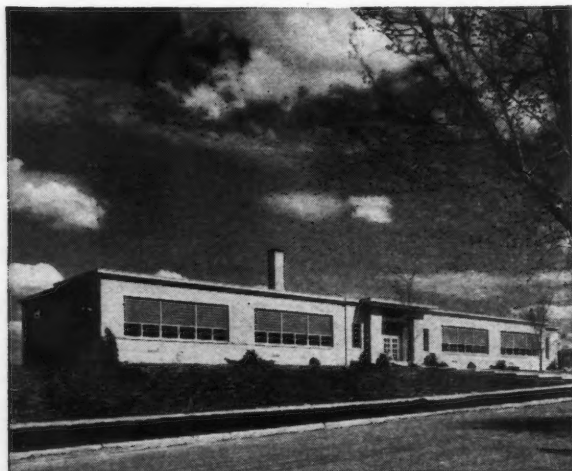
Instead of contrasts or brightness ratios as high as 100 to 1 and more, most of the ratios are kept within 10 to 1 and, in a narrow field—within a 60-degree cone of vision—substantially less. Diversity in task brightness from first desk to last desk across the

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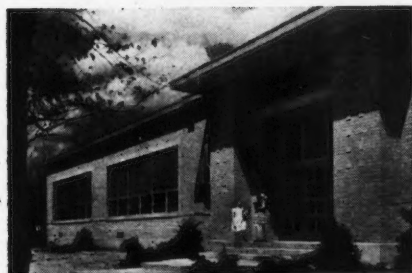
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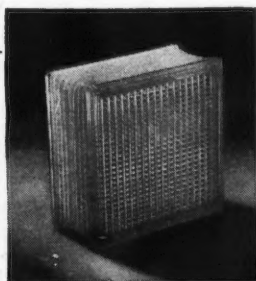
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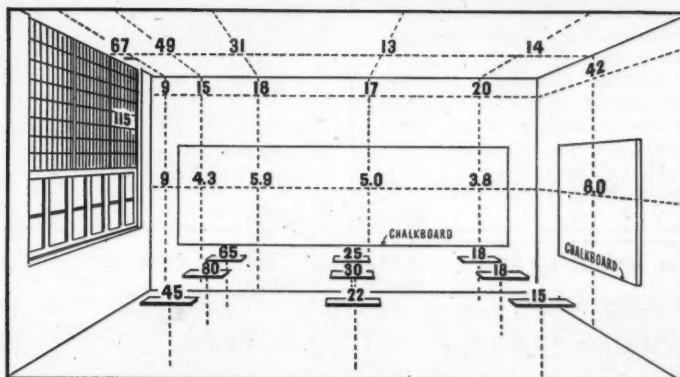


Beyond the advantages in daylight control and reduction of brightness contrasts, Insulux offers outstanding benefits in low maintenance expense. Panels do not rot, rust or corrode. Painting is not necessary.

Insulux prismatic block No. 351 has been developed for accurate daylight control. The pattern, utilizing the four faces of the block, turns light upward. The ceiling acts as a huge reflector to re-direct light downward.



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GLASS BLOCK



This diagram shows brightness readings for the classroom pictured above. The room faces west; readings were taken between 8:35 and 9:16 a.m. on July 9, 1947. Vertical surface exterior illumination varied from 900 to 1,040 foot-candles with an average of 980. All brightness readings were taken as the product of illumination and average reflectivity. They were checked with a Luckiesh-Taylor Brightness meter, which in all instances gave somewhat higher readings—especially on the chalkboard. Brightnesses at desk levels are for a task of 70 per cent reflectivity. All readings above are in foot-lamberts. All readings and computations were made by Dr. R. A. Boyd of the University of Michigan. Reflectivities were as follows:

Ceiling—Cream, 72 per cent; Walls—Cream, 76 per cent; Dado—Reddish Brown, 30 per cent; Desks—Natural Finish, 15 per cent; Woodwork—Natural Finish, 45 per cent; Lockers—Brown, 12 per cent; Corkboard, 30 per cent; Blackboard, 11 per cent; Floor—Average, 19 per cent.

Note especially that these readings were taken for a west room early in the morning. Other readings were taken for early afternoon and late afternoon. They were of course much higher.

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	1937	1947	CHANGE
MODEL & SIZE	LIST PRICE	LIST PRICE	
Challenger...30x40...	\$20.00	\$15.75	DOWN 21%
Model B...30x40...	10.00	10.00	NONE
Challenger...37x50...	30.00 (39x52)	22.00	DOWN 26%
Model B...37x50...	12.50 (36x48)	14.00	UP 12%
Challenger...45x60...	45.00	30.00	DOWN 33 1/3%
Model B...45x60...	22.50	20.00	DOWN 11%

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Guided Reading List

Here is the July, 1947, release of evaluations or classification of books by the Cathedral Book Club, 730 North Wabash Ave., Chicago 11, Ill. The new setup classifies books examined after the manner of the Legion of Decency classification. This present list contains all the books reviewed this year by the Cathedral Book Club, with a few late releases at the end of each section.

CLASS A—I Unobjectionable for All

Abbe Edgeworth, The, Mildred Woodgate
After Black Coffee, Robert Gannon, S.J.
An American Saint (Life of Mother Cabrini), Mabel Farnum
Austrian Requiem, Dr. Kurt von Schuschnigg
Barabbas (A Novel of the Time of Christ), Emery Bekessy
Behind The Iron Curtain, George Moorad
Case of Erle Stanley Gardner, The, Alva Johnston

Catholic Quiz Book, A. Kenny and Keane
Century of the Catholic Essay, A. Raphael Gross, C.P.P.S.
Dawn Over Zero, W. Lawrence
Devout Life, The, St. Francis de Sales
Driftwood Valley, T. Standwell-Fletcher
Dust On The King's Highway, Helen C. White
Eisenhower's Own Story of the War, Dwight Eisenhower
Eskimo Parish, Paul O'Connor, S.J.
Flight of the Swan, The, Margaret Hubbard
From the Top of the Stairs, Gretchen Finletter
God's Ambassador, Helen Redpath
Great Globe Itself, The, W. Bullitt
Green Grass of Wyoming, Mary O'Hara
Herdsman, The, Dorothy Wilson
I Chose Freedom, V. Kravchenko
In Him Was Life, John P. Delaney
In the Hands of the Senecas, Walter Edmonds
In This Thy Day, Michael McLaverty
Joy in the Morning, P. J. Wodehouse
Keeper of the Keys, Thomas McDermott
Know Your King, Robert F. Grewen, S.J.
Lake Champlain and Lake George, Fred Van de Water
Lake Pontchartrain, W. Adolphe Roberts

Less Than The Angels, Roger Dooley
Lincoln Reader, The, Paul M. Angle
Look at America, Editors of LOOK
Love of God, The, Dom. Aelred Graham
Major Trends in American Church History, Francis Curran, S.J.
Miracle of the Bells, The, Russell Janney
Most Worthy of All Praise, Vincent McCorry, S.J.
Murphy's Bend, Grace Wills
My Vineyard, Dorothy Scharlemann*
National Catholic Almanac, The, St. Anthony Guild
Night of Decision, Dorothy Fremont Grant
No Land Is Free, W. T. Person
One Basket, Edna Ferber
Pearl Harbor, George Morgenstern
Pere Antoine, Rev. Edward F. Murphy, S.S.J.
Preface to Religion, Rt. Rev. Msgr. Fulton J. Sheen
Reader's Shakespeare, The, Babette Deutsch
Roosevelt I Knew, The, Frances Perkins
Royal Banners Fly, Anna Kuhn
Sisters of Maryknoll, Sister Mary de Paul Cogan
Story of the F.B.I., The, Editors of LOOK
Struggle For The World, The, James Burnham
Testimonial To Grace, A. Avery Dulles
Together, Katherine Marshall
Under the Red Sun, Forbes J. Monaghan
Waylars' Friend, Courtenay Savage
When the Going Was Good, Evelyn Waugh
White House Physician, Ross McIntire
Late Releases
Catholic Picture Dictionary, Father Pfeiffer
Game Cock, The, Michael McLaverty
Paradise Alley, John Sheridan
Progress of the Jesuits, The, James Brodrick
*1946 Publisher's Weekly gives author as Dorothy Hoyer

CLASS A—II Unobjectionable for Adults

Abolition of Man, The, C. S. Lewis
After Hitler, Stalin?, Robert Ingrim
Ally Betrayed, David Martin
Arsenal of Democracy, Donald M. Nelson
Blue Angels and Whales, Robert Gibbings
Christ Stopped at Eboli, Carlo Levi
Dante Alighieri—Citizen of Christendom, Gerald Walsh, S.J.
Dear Fatherland, Rest Quietly, Margaret Bourke-White
Defeat in Victory, Jan Ciechanowski
How Green Was My Father, David Dodge
Kingsblood Royal, Sinclair Lewis
Lowells and Their Seven Worlds, The, Ferris Greenslet
Loomrise, Theodore Strauss
Mrs. Mike, Benedict & Nancy Freedman
Nationalism and Internationalism, Don Luigi Sturzo
New Orleans Woman, Harnett T. Kane
Shore Dimly Seen, The, Ellis Arnall
Silver Fountains, Dorothy Mackinder
Singing Waters, Anne Bridges
Small Town, Granville Hicks
That Skipper from Stonington, Theda Kenyon
Theology and Sanity, Frank Sheed
There Was Once a Slave, Shirley Graham
This Is My Story, Louis Francis Budenz
Three Came Home, Agnes N. Keith
Tin Flute, The, Gabrielle Roy
Wallaces of Iowa, The, Russell Lord
Waltz Into Darkness, William Irish
Why They Behave Like Russians, John Fischer
Woman of the Pharisees, The, Francois Mauriac
World of Idella May, The, Richard Sullivan
Late Releases

Inside U. S. A., John Gunther
(While you may not agree with author's observations, interesting reading.)
Life of Thomas E. Shields, The, Justine Ward
Natural Desire for God, The, St. Thomas Aquinas
Prince of Foxes, Samuel Shellabarger
St. Patrick of Ireland, Dr. Gogarty
Where Is Truth, Elizabeth Britt
(Too deep for general reading.)

CLASS B Objectionable in Part

American, The, Howard Fast
Angelic Avengers, The, Pierre Andrezel
Aurora Dawn, Herman Wouk
B. F.'s Daughter, John P. Marquand
Balsac, Stefan Zweig
Black Fountains, Oswald Wynd
Black Metropolis, C. St. Drake
Blueprint for World Conquest, "A collection"
Brideshead Revisited, Evelyn Waugh
Bright Day, J. B. Priestley
Britannia Mews, Margery Sharp
Bulwark, The, Theo. Drieser
Burma Surgeon Returns, Gordon S. Seagrave
Case of the Borrowed Brunette, The, Erle Gardner
Catholic Looks at the World, A. Francis McMahon
Chequer Board, The, Nevil Shute
Chloe Marr, Alan A. Milne
(Concluded on page 46A)

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Guided Reading List

(Concluded from page 44A)

Color Blind, Margie Halsey
Dark Wood, The, Christine Weston
Devil by the Tail, Langston Moffett
Dulcimer Street, Norman Collins
Dunkley's, Howard Spring
Egg and I, The, Betty McDonald
Enchanted, The, Martin Flavin
Few Brass Tacks, A, Louis Bromfield
Frenchman Must Die, A, Kate Boyle
Hiroshima, John Hersey
Holdfast Gaines, Odell & Willard Shepard
I Name Thee Mara, Edmund Gilligan
King's General, The, Daphne du Maurier
Last Chapter, Ernie Pyle
Left Hand Is The Dreamer, The, Nancy W. Ross
Lord Hornblower, C. S. Forester

Lydia Bailey, Kenneth Roberts
Mr. Blandings Builds His Dream House, Eric Hodgins
Nurnberg Case, The, Robert Jackson
On Being Fit To Live With, Harry Fosdick
Out On A Limb, Louise Baker
Pavilion of Women, Pearl S. Buck
Plotter, The, John R. Carlson
Presidential Mission, Upton Sinclair
Purgatory Street, R. McDougald
Raffles of Singapore, Emily Hahn
Return to Jalna, Mazo de la Roche
Reveille for Radicals, Sol Alinsky
Seven Cities of Gold, Virginia Hersch
Show Piece, The, Booth Tarkington
Snake Pit, The, Jane Ward
Solo in Tom-Toms, A, Gene Fowler
So This Is Peace, Bob Hope
Spoonhandle, Ruth Moore
Star of the Unknown, The, Franz Werfel
Stranger Than Truth, Vera Caspary
Sudden Guest, The, Christopher La Farge

Tale of the Twain, The, Sam Constantino
There Was A Time, Taylor Caldwell
This Side of Innocence, Taylor Caldwell
Thresher, The, Herbert Krause
Top Secret, Ralph Ingersall
Unsuspected, The, C. Armstrong
Vermillion, Idwal Jones
Walls of Jericho, The, Paul I. Wellman
Yank—The G.I. Story of the War, Editors of YANK
Years of Wrath (A Cartoon History: 1931-1945), David Low
Yellow Tapers For Paris, Bruce Marshall
Yes and No Stories (Folk Tales from Georgia), Geo. & Helen Papashvily

Late Releases

Give Us Our Dream, A. Goertz
(Objection: Mundane standards of characters.)
Moneyman, The, Thomas Costain
(Objection: Bad philosophy.)

CLASS C Wholly Objectionable

All the King's Men, Robert P. Warren
Arch of Triumph (Arc de Triomphe), Eric Remarque
Bell Tinson, Marguerite Steen
Big Sky, The, A. B. Guthrie, Jr.
Butterfly, The, James M. Cain
Children, The, Howard Fast
Cider from Eden, Nancy Bruff
City in the Sun, Karon Kehoe
Cross on the Moon, John Hewlett
Dagger and the Cup, The, Myrna Lockwood
David the King, Gladys Schmitt
Doctor Has A Baby, The, Evelyn Barkins
Duchess Hotspur, Rosamond Marshall
East River, Sholem Asch
End As A Man, Calder Willingham
Essay on Morals, An, Philip Wylie
Fall of Valor, The, Charles Jackson
Forlorn Sunset, Michael Sadleir
Foxes of Harrow, The, Frank Yerby
Glory to Me, MacKinley Kantor
Hands of Veronica, The, Fannie Hurst
Hollow Triumph, Murray Forbes
How to Read the Bible, Edgar J. Goodspeed
Husksters, The, Frederic Wakeman
Human Destiny, Lecomte du Noy
Human Life of Jesus, The, John Erskine
Iceman Cometh, The, Eugene O'Neill
I Hate Blondes, Wolfe Kaufman
In A Yellow Wood, Gore Vidal
Independent People, H. Laxness
Jeremy Bell, Clyde B. Davis
King Jesus, Robert Graves
Knock On Any Door, Willard Motley
Mama Maria's, Ann Chidester
Man, An Autobiography, George Stewart
Manatee, The, Nancy Bruff
Memoirs of Hecate County, Edmund Wilson
Moon Gaffney, Harry Sylvester
Mortgage on Life, Vicki Baum
Mountain Time, Bernard de Voto
New Life of Mr. Martin, Robert Briffault
Nightmare Alley, W. L. Gresham
Peace of Mind, Joshua Liebman
Pikes Peek or Bust, Earl Wilson
Return to Night, Mary Renault
Rhubarb, H. Allen Smith
Room on the Route, A, Godfrey Blunden
Saigon Singer, Van Wyck Mason
Send Me An Angel, Alice Nisbet
Sling and the Arrow, The, Stuart Engstrand
Speak the Sin Softly, C. Caldwell
Temptation, John Pen
Then and Now, W. Somerset Maugham
Thieves in the Night, Arthur Koestler
Toil of the Brave, Inglis Fletcher
Two Worlds, Wm. Ziff

Two Worlds of Johnny Truro, The, George Sklar
Uneasy Spring, Robert Molloy
Vixens, The, Frank Yerby
Wayward Bus, The, John Steinbeck
Web of Lucifer, The, Maurice Samuel
When Boyhood Dreams Come True, James T. Farrell
Wild Yaxoo, The, John M. Myers
Woman on Her Way, Faith Baldwin
World to Win, A, Upton Sinclair
Written on the Wind, R. Wilder
Zebra Derby, The, M. Schulman

Late Releases

An Essay on Morals, Philip Wylie
(Objection: So-called scientific denial of God by a man who is not a scientist.)
Dull the Sharp Edge, Ellen Marsh
(Objection: Too much introspection with the neurotic.)
Moon Gaffney, Harry Sylvester
(Objection: Anticlericalism too drawn out and very dangerous. Poor taste.)
Story of Mrs. Murphy, The, Natalie Scott
(Objection: No purpose in book; story of alcoholic, but no solution is offered.)

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No Lasting Home

By Joseph Dever. Cloth, 432 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis.

No Lasting Home is a novel about a Boston Irish family. Beginning with the death of the mother, which is particularly well done, the story is made up of the fulfillment of the obligations that Eddie, the central character in the book, feels are his toward his little brother. The plot, with the exception of a short space in the middle of the book, is engrossing—filled with many unusual turns of incident. The story is worked out well by the lovable characters. These people are true to life and are completed in proportion as they contribute to the plot and serve to delineate the main character, Eddie Creedon. The climax is developed with high probability and is charged with deep emotion. Stripped of all things, Eddie finds the peace of the love of God that carries him, though scarred and sore, above the sadness and tragedy that has stalked his life.

Everyone who reads this book will find some hours of gripping entertainment, if not in the profound message, then in the literary style of Mr. Dever. The author has a way of choosing the details of his word pictures and narration which give the most complete suggestion of reality. In places, however, the richness of his style seems to be done for its own sake and, consequently, is tiring. This, nevertheless, is a slight fault in the light of the success of the rest of the novel.—D. E. S.

Junior English

Book One, by Stoddard, Bailey, and Lewis. Cloth, 360 pp., \$1.72. Book Two, by Stoddard, Bailey & Lewis. Cloth, 390 pp., \$1.84. Book Three, by Stoddard, Bailey & McPherson. Cloth, 544 pp., \$1.94. American Book Co., New York 16, N. Y.

These modern textbooks are for grades 7, 8, and 9. Book One includes creative writing, outlining and bibliographies, letter writing, prose, poetry, and grammar. The units on grammar are presented very attractively.

Book Two includes storytelling and writing, making reports, letter writing, improving sentences, poetry, paragraphing, and grammar.

Book Three has two main divisions, composition and grammar, each lesson in one section keyed to a corresponding lesson in the other section. At the beginning the pupil and the teacher make an inventory of the pupil's present status. This is followed by remedial work. The book permits the teacher to assign lessons in the order given or to use her own schedule. "The Workshop" at the end of the book is an essential part of the authors' Maintenance Program for drill necessary to clinch the subject matter taught. The book presents all the essentials so that pupils who come to the ninth grade at various stages of ability may obtain what they need.

One feature of the series is a good functional scheme of diagraming.

General Business

By Earnest H. Crabbe and Paul L. Salsgiver. Cloth, 660 pp., South-Western Publishing Co., Cincinnati, Ohio.

This fifth edition of *General Business* gives pupils an understanding and appreciation of the services rendered by business to its consumers. More specifically, the book develops the ability of the consumer intelligently to transact business by wise investment and spending of money. It deals with the services of modern transportation and communication. As a final objective, this practical textbook shows the need for making easily accessible the information acquired as consumers and presents a systematic method of keeping records.

Shorthand Dictation Studies

By Wallace B. Bowman. Cloth, 655 pp., \$1.84. South-Western Publishing Co., Cincinnati, Ohio.

Shorthand Dictation Studies presents to the teacher and student of advanced shorthand a systematic means of assimilating basic classroom information and progressive office procedure.

The 40 dictation studies of the book each consist of five comprehensive parts. Part 1 is a consistent review of theory principles and brief forms, while the progress checkup of Part 5 serves as a general summary of the dictation study. In this second edition, Parts 2, 3, and 4 offer business information, business correspondence, and business practices in revised form. The book deals successfully with the development of dictation technique. Applying tested practices to office problems may be considered the outstanding feature of *Shorthand Dictation Studies*.

Practical Exercises in Business Arithmetic

By James L. Twohig. Paper, 124 pp., 72 cents. D. C. Heath and Co., Boston, Mass.

Available in both consumable and nonconsumable editions for students of ninth grade and up. Intensive practice is provided in the fundamental operations of applied arithmetic covering a large number and variety of business situations. The directions and forms used in the problems are representative of those used in actual businesses. Included in this workbook is a section devoted to each of the following: simple records and reports, cash sales, cashbooks, billing and sales books, inventories and stock records, profit and loss, payrolls, intervals of time, postal charges, percentage, installment sales, pricing merchandise, measurements, averages, and applications of decimals.

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Kindness in Religious

Pamphlet by Rev. Lawrence G. Lovasik, S.V.D. 48 pp., 15 cents. Catechetical Guild, 128 E. Tenth St., St. Paul 1, Minn. Earnest considerations on kind thoughts and kind words—which should make community life heaven on earth—published in order to encourage the spirit of Christlike charity in those privileged to serve God in the religious state.

What Is My Vocation?

By Father Winfrid Herbst, S.D.S. Paper, 96 pp., illus., 25 cents. A new and revised edition of *Vocation Letters*. Father Winfrid outlines the essential requirements to the priesthood, the brotherhood, and the sisterhood, and answers those questions which the girl or boy striving to get nearer to God is prone to ask.

Our Life in Christ

By William J. Doheny, C.S.C. Booklet, 72 pp., 25 cents. The Newman Bookshop, Westminster, Md. To help souls love God and grow in the habit and spirit of mental prayer.

Mary of the United States Mother of the United Nations Is Religion Bad for Your Mind? Romance Is Where You Find It

Three pamphlets by Rev. Daniel A. Lord, S.J. 10 cents each. The Queen's Work, 3115 So. Grand Blvd., St. Louis 18, Mo.

Flight to Destiny

Pamphlet, 24 pp. Air World Education, 101 W. 11th St., Kansas City, Mo.

This is a day-by-day diary prepared by Oliver L. Parks, founder and president of Parks Air College, immediately following his return from Rome, where he was a spectator at the historic papal consistory held by His Holiness Pope Pius XII at the Vatican, February 21. Parks attended

(Continued on page 50A)

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New Books

(Continued from page 48A)

as a member of the personal party of the late John Cardinal Glennon.

Reflections on the Rosary for Teaching Sisters (2nd Ed.)

By Dominican Sisters of the Congregation of the Immaculate Conception. Paper, 136 pp., 50 cents.

These reflections should be welcomed by every Sister engaged in the arduous task of teaching Christ's little ones.

Reflections on the Rosary for Nursing Sisters (2nd Ed.)

By Dominican Sisters of the Congregation of

the Immaculate Conception. Paper, 112 pp., 50 cents.

Practical spiritual reflections to encourage the nursing Sister to perform in a Mary-like manner her duties.

A Living Crucifix

Pamphlet, 24 pp., 5 cents. The story of a visit to the home of Theresa Neumann of Konnersreuth, told by Rev. James M. Linehan, O.F.M., who was an army chaplain in Germany.

Arise, My Love, and Come!

The Sisters of Mercy of the Union (Scranton Province), Dallas, Pa., tell, in this 56-page brochure, the history of their order and illustrate the scope of their activities.

Spelling Proficiency in Township Schools in Indiana

An analysis of the spelling proficiency of 101,747 pupils in grades 2 to 8 in 7681 teaching units, by William H. Fox. A bulletin of the School of Education of Indiana University. Price 50 cents, from the Indiana University Bookstore, Bloomington, Ind.

Communism a World Menace

By Rev. John F. Cronin, S.S. Pamphlet, 32 pp., 10 cents. Natl. Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C. The conclusions reached in this study are startling and even explosive in their cumulative effect, although presented in a moderate and restrained manner. Includes discussion club outline.

Common Mystic Prayer

By Gabriel Diefenbach, O.F.M. Cap. Cloth, 128 pp. St. Anthony Guild Press, Paterson, N. J.

This book treats of the beginnings of mystic prayer, its more common manifestations, and its nature, characteristics, and effects. It is intended especially to meet the needs and to encourage those progressing in prayer, but unaware of its simple and more unitive forms.

Treading the Wine Press

By Rev. W. Stephenson, S.J. Cloth, 336 pp., \$2.50. The Newman Bookshop, Westminster, Md.

Useful to both the religious and laity is this book which relates the story of Our Lord's Passion, and supplies reflections arising naturally out of the narrative. A variety of reflections has been provided, so as to meet the needs of the various classes of readers.

Symphonic Poems

By Salvatore Cutino. Paper, 62 pp., \$1.50. Sunburst House, Los Angeles, Calif.

A collection of poems which reveals a rare gift of imagery and expression.

The Holy Eucharist

By José Guadalupe Treviño. Cloth, 170 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

Laymen will welcome this work as a better expression of their own regard for the Holy Eucharist. Religious and priests will appreciate it as material for community reading, meditations, or sermons. Everyone will find within these pages a stimulation to greater devotion to Our Lord in the Blessed Sacrament.

A Directory of Catholic Colleges and Universities

Paper, 18 pp. Published by the St. Anthony Guild Press, Paterson, N. J.

All the Catholic colleges and universities for men and women in the nation are listed here under the state in which they are located. The courses of study which are offered, and their accreditation are also given.

Ann Lawrence of Old New York

By Gladys Malvern. Cloth, 203 pp., \$2.25. Julian Messner, New York, N. Y.

A story of New York's expansion in the early nineteenth century, and of the turmoil and change it brought to the Lawrence family and the other farmers in the community. Suitable for girls in junior and senior high school.

Father Sallaway's 2nd Epistle to the Unitarians

A 24-page pamphlet containing the address delivered by Rev. Francis X. Sallaway, before a meeting of Unitarians in Lynn, Mass., at the invitation of Rev. Mr. Edward B. Wilcox, minister of the Unitarian church, and broadcasted on another evening. 10 cents.

Chats With Little Children

By Rev. M. D. Forrest, M.S.C. Pamphlet, 36 pp., 15 cents. Intended to be a companion, for the teacher, to those chapters of the catechism which are used in instructing First Communicants.

(Continued on page 52A)

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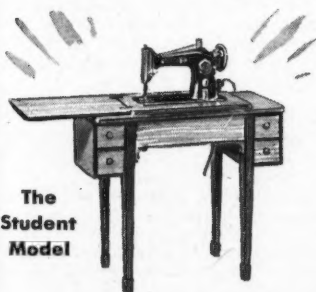
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Tips for teachers! To keep you up-to-date on the latest developments in sewing equipment, your Singer Sewing Center is always ready and willing to give "refresher" instruction to teachers.

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New Books

(Continued from page 50A)

Functional Numbers

By F. Lynwood Wren. Cloth, 335 pp., \$1.28. D. C. Heath & Co., Boston, Mass.

This eighth-grade book is a complete revision of the book first published in 1942. The changes introduce the practical experience of the numerous users of the series. New units introduce significant scientific discoveries. Practice, tests, and reteaching materials have been expanded in harmony with the readiness idea which underlies the book.

Practical Nursing: An Analysis of the Practical Nurse Occupation

Compiled by Arthur B. Wrig'ey. Paper, 144 pp.,

55 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

A complete analysis of the occupation, with suggestions for the organization of training programs in high schools.

A Catholic Quiz Book

By Herbert A. Kenny and Geoffrey P. Keene. Cloth, 204 pp., \$2. The Macmillan Co., New York, N. Y.

Just a thousand questions—and the accurate answers—on topics related to the Catholic faith. While the immediate purpose is entertainment, the groups of questions actually provide many bits of information—some valuable, some of human interest—that will help the average man to better understand his religion and his Church.

From Colony to World Power

A History of the United States. By William A. Hamm. Cloth, 862 pp., \$2.80. D. C. Heath & Co., Boston, Mass.

This new high school history is based on the author's "The American People" and emphasizes economic and social history.

The Home on the Range

By Margaret Yardley Potter. Cloth, 214 pp., \$2.75. J. B. Lippincott Co., Philadelphia, Pa.

This informal cookbook tells in a very practical way, how to cook and to entertain, both the family and guests, all in the best American-home style, and without exhausting the little woman who must be wife, mother, and cook.

The book embraces a wide range of dishes for economical day-to-day use, and some rather ambitious meals for entertaining—all described with liberal dashes of humorous autobiographical notes, and shrewd advice to the inexperienced. There are four additional chapters on cooking for the sick, summer drinks, special Italian dishes, and cooking utensils. The book should make an enthusiastic cook out of any girl.

Your Region's Resources

Compiled by Mary Ann Tankersley. Paper, 149 pp., 25 cents. Regional Materials Service, George Peabody College for Teachers, Nashville, Tenn.

This bibliography includes paper-covered materials and books relating to every aspect of the natural human and social resources of the Southland. The list is inclusive rather than critical. This outline is intended to provide the technique for intercultural education through local and regional trips or visits to, and studies of, social, racial, and special religious groups.

Health and Body Building

By Frank M. Wheat and Elizabeth T. Fitzpatrick. Cloth, 517 pp., \$2.08. American Book Co., New York 16, N. Y.

The material in this health book, intended for high school, is arranged in ten units which cover: personal health, appearance, nutrition, bodily functions, rest and exercise, the senses, stimulants and narcotics, mental health, aids in safeguarding health, and the place of science in promoting community welfare.

Vamos al Sur

By Gertrude M. Walsh. Cloth, 268 pp., \$1.88. D. C. Heath and Co., Boston, Mass.

Factual information about various aspects of Latin America with emphasis on Spanish America is provided in this Spanish text intended for early intermediate reading. Exercises which include oral work, review of grammar, and translations are placed in the back of the book following the reading material.

Cuentos del Alto Perú

Book III: Alternate. Adapted and edited by Willis Knapp Jones. Paper, 52 pp., 44 cents. D. C. Heath and Co., Boston, Mass.

Alto Perú, which in Spanish Colonial times included Peru and Bolivia, provides the setting for these simple Spanish stories. The total vocabulary consists of 686 words, of which 309 occur in the first two books of this series.

My Reading Design

Published by The News-Journal, No. Manchester, Ind. Price, 3½ cents a copy. Discount on quantities.

A guide to an expanding and balanced pattern of reading. In the form of a circle graph, the segments of the circle indicate the major areas of knowledge and human achievement into which one may project his own original pattern of reading. Available in four forms: A, for grades 1-2-3; B, for grades 4-5-6; C, for grades 7-8-9; D, for senior high school and adults.

Reading Today, Book III

By Ethel M. Orr, Evelyn T. Holston, and

(Continued on page 53A)

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New Books

(Continued from page 52A)

Stella S. Center. Cloth, 691 pp., \$2. Charles Scribner's Sons, New York, N. Y.

The selections in this ninth-grade reader are centered around eight types of writing with which all young people should be familiar as a means of recognizing and enjoying worthwhile writing. Most of the selections are very recent; all have been tested for interest and significance.

Books I and II of the series are similar in content and arrangement. They are intended for grades 7 and 8.

Things to Do and Say for Little Folks

By Sister Mary Rosetta, O.S.F. Paper, 18 pp. The Catechetical Guild, 128 East Tenth St., St. Paul 1, Minn.

Basic religious ideas are presented in verse with large pictures arranged for coloring.

High Road to Glory

Compiled by E. A. Bennett, M. B. Dowse, and M. D. Edmonds. Cloth, 384 pp., \$1.72. Silver Burdett Co., New York 3, N. Y.

This latest collection of stories is part of the series, "Stories to Remember," for the middle grades. These selections include adaptations from such authors as Chaucer, Tennyson, Whitman, Longfellow, Ruskin, Keats, and Garland. In several instances, Scriptural quotations not taken from the Douay version are in evidence.

Discovering Our World

By W. L. Beauchamp, M. M. Williams, and G. O. Blough. Cloth, Book I, 224 pp., \$1.48; Book II, 256 pp., \$1.52. Scott, Foresman and Co., Chicago, Ill.

An attractively illustrated series on science, written in clear, simple language for the middle grades. Throughout these books, organized in units

covering broad phases of everyday environment, the pupil is encouraged to use his five senses to discover the answers to problems about the world around him. Book III in this series is scheduled for a summer release.

Workbook for These Are Our People

By Sister M. Thomas Aquinas, O.P. Paper, 112 pp., 48 cents. Ginn and Co., Boston 17, Mass.

The organization of this workbook follows the content of the nine units in the fifth-grade reader of the Faith and Freedom Series, *These Are Our People*, and has been designed to strengthen and enrich the pupil's reading equipment. The tests provide an opportunity for the teacher to determine whether or not additional instruction or practice is necessary.

With New Friends

By Nila Banton Smith. Cloth, 254 pp., \$1.20. Silver Burdett Co., New York 3, N. Y.

This second-semester reader for second grade, when used following the semester edition of *In New Places*, contains only 340 new words plus 8 sound words. Many animal stories, containing a moral, are included in this selection of stories.

Over Hill and Plain

By Nila Banton Smith. Cloth, 320 pp., \$1.28. Silver Burdett Co., New York 3, N. Y.

A second semester for third grade. If used following the semester edition of *From Sea to Sea*, this book contains 501 new words and four sound words.

Paradise Alley

By John D. Sheridan. Cloth, 256 pp., \$2.75. The Bruce Publishing Co., Milwaukee 1, Wis.

The story gets its name from a street in the dock section of Dublin where Anthony Domican taught in the elementary school for about 40 years. The shadow that hung over Anthony's career was that which blighted the neighborhood—poverty. It hurt him to see that his pupils

were not only ragged but usually hungry. He pleaded their cause in season and out—even at the farewell celebration after his retirement from the principalship of the school. At that time conditions seemed slightly improved.

The author, a schoolmaster who has graduated to the writing of best sellers, knows his Irishmen well. He knows their subtle wit, their respect for education, and their devotion to their faith, which natural and supernatural virtues have prevented in Eire the demoralization that the same trials would have brought to less stalwart nations.

For Mercy's Sake

The Story of Mother McAuley. By Sister Therese Marie, R.S.M. Cloth, 90 pp., \$1.75. The Declan X. McMullen Co., New York 7, N. Y.

Catherine Elizabeth McAuley didn't mean to become a Sister. As a matter of fact neither did she plan to build a convent out of her home in Baggot Street, but it just seemed that God had certain plans for her and she intended to do His holy will. Despite all opposition from her family and friends which she experienced most of her life she was determined to care for the orphans and school children. And at last it resulted in the foundation of the Sisters of Mercy in the year 1831.

Today we meet these Sisters in the classrooms, the hospitals, the orphanages, and the homes for the aged, Mother Catherine's greatest monument.

Older girls will enjoy knowing something about this remarkable woman who sacrificed everything to do the very simple tasks.

London

By Eric McColvin. Paper, 96 pp., 50 cents. Longmans, Green & Co., New York, N. Y.

This book provides a glimpse of the many-sided life of Britain's capital city—history and growth, business and financial institutions, governmental establishments, social and cultural life.

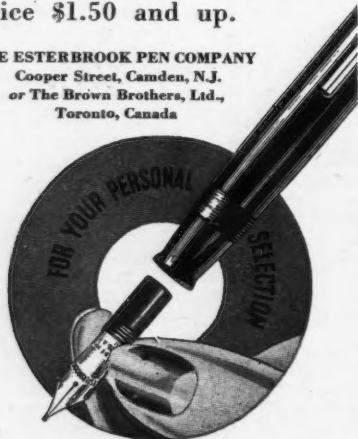
(Continued on page 54A)

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33
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New Books

(Continued from page 53A)

Addressed to serious foreign students, the contents are splendidly adapted to American high school and college classes in English, geography, social conditions, and current events. A partial map would make a fine end sheet and help the reader locate important buildings.

The Beginning of Goodness

By Columba Cary-Elwes. Paper, 93 pp., \$1. Fides, 110 E. LaSalle Ave., South Bend, Ind.

This discussion of the spiritual life is intended to help especially young people orient themselves in the world and develop a practical philosophy to guide them in their working-day world and especially in their inner lives. The discussions of prayer in the world and of the development of positive virtues is simple and especially attractive.

The Shepherdess of Souls

By Sister Mary Mildred, R.S.M. Cloth, 125 pp., \$1.50. Frederick Pustet Co., Inc., New York, N. Y.

Thirty-one incidents in the life of Mary are discussed for use as daily meditations during the month of Mary.

A Retreat of One Day Each Month

By a Religious. Cloth, 175 pp., \$1.50. Frederick Pustet Co., Inc., New York, N. Y.

This book, first published in Ireland, in 1850, has been widely used by nuns for the monthly day of recollection. The meditations center on some aspects of (a) the life and passion of Christ, (b) sin and personal sanctity, (c) death.

Come Visit With Me

Compiled by Anna Francis. Paper, 99 pp., 25 cents. Franciscan Herald Press, 1434 W. 51st St., Chicago 9, Ill.

The ten groups of prayers in this booklet are intended to help young people make the best use of brief periods of time—five minutes to half an hour—effective and satisfying.

Self-Communings of a Martyr

Translated by Father James Meyer, O.F.M. Paper, 155 pp., \$1. Franciscan Herald Press, Chicago, Ill.

These "self-communings" are translated from the writings of Blessed Paul Heath, who was martyred in London in 1643. Apparently written for his own use only, these spiritual discussions are in part severe and even harsh, in part gentle, but always fervent and clear-cut in moving toward self-perfection and submission to God's will.

Taffy and Joe

By Earl and Linette Burton. Boards, 63 pp., \$2. McGraw-Hill Book Co., New York, N. Y.

While visiting the zoo no doubt many boys and girls have spent the greater part of their time watching the monkeys performing for them. Perhaps the authors experienced the same delight and decided to use Joe, a pet monkey, as the leading character in their book.

Joe could perform all sorts of tricks, and when he teamed up with Taffy, a saggy, yellow dog who lived next door, the backyard circus could never satisfy their ambitions. In search of fame under the big top is a new adventure for both of them.

There are several illustrations included, and children six to nine years of age will enjoy the pictures as much as the story.

American Saint

By Mabel Farnum. Cloth, 151 pp., \$2.50. Didier, publisher, New York, N. Y.

This life of Mother Cabrini, addressed to youth, tells the story of her work in establishing houses and hospitals for the sick and the unfortunate. The introduction is by Monsignor Simoni, vice-postulator of Mother Cabrini's canonization.

Balloonist From Brazil

By Laura A. Stevers. Cloth, 83 pp., \$1. Beckley-Cardy Co., Chicago, Ill.

This is the story of Santos-Dumont, the young Brazilian, who went to France in the late eighties to make flying his lifework. His early adventures with spherical balloons and his work in developing the cigar-shaped dirigible are quite as thrilling as the story of the later inventors of the airplane.

My Caravan

Edited by Eulalie Osgood Grover. Cloth, 160 pp., \$1.50. Albert Whitman & Co., Chicago, Ill.

This is a welcome reprint of a book first published in 1937 and widely read in schools.

Bill and the Circus

By Sanford Tousey. Cloth, 32 pp., \$1.25. Albert Whitman & Co., Chicago, Ill.

The adventures of Bill Jordan who became a rope performer in a circus.

World's Children Series

The Encyclopaedia Britannica Press, Chicago and New York, has issued a series of 12 books, of 40 pages each, entitled: *Mateo and the Mexican Fair*; *Anaghalook, Eskimo Girl*; *Dark Eyes and Her Navajo Blanket*; *Shiu Ming, Chinese Boy Scout*; *French-Canadian Children*; *A Day with Dutch Children*; *Hans, of the Swiss Alps*; *Pedro Picks Coffee in Brazil*; *Yukiko and a Japanese Carnival*; *Children on England's Canals*; *Kana, Prince of Darkest Africa*; and *Pauli and His Hawaiian Feast*.

The text is by Elizabeth K. Solem, assistant editor of E. B. Press, assisted by Britannica Junior editorial advisors. Illustrations are from films produced by E. B. Films, Inc.

Young children will enjoy these stories and pictures of boys and girls around the globe. They will share the adventures and happy experiences of the world's children, all of which demonstrate how alike under the skin all are. There can thus be instilled, with the aid of the teacher, a feeling of brotherhood, so desirable today. This, of course, in addition to the geography the series will teach.

The Catholic Booklist, 1946

Ed. by Sister M. Luella, O.P., and Sister M. Peter Claver, O.P. Paper, 92 pp., 50 cents. Dept. of Library Science, Rosary College, River Forest, Ill.

This list, sponsored by the Catholic Library Association, supplements the 1942-45 list which is still available. Each classification according to types of literature has been compiled by a specialist. There is a complete combined author and title index.

Baltimore Catechism No. 1 with Development

By Most Rev. Edward J. Kelly, Bishop of Boise, Idaho. Cloth, illustrated, 304 pp. Diocese of Boise, The Chancery Office, Box 769, Boise, Idaho.

This second book of a four-book series is intended for the third and fourth grades. Each lesson, based upon a question from the Baltimore Catechism, consists of presentation, explanation, and application.

A Jew Looks at the Cross

By Jacob J. Paulson. Paper, 16 pp. Pub. by Catholic Center for Jews, 1230-65th St., Brooklyn 19, N. Y.

This is a letter from an educated Jew who learned through searching the Scriptures, and studying the claims of Catholicism, that the Catholic Church is the only solution to the bewilderment of the Jews.

N.C.W.C. Publications

Recent publications by the National Catholic Welfare Conference, 1312 Massachusetts Ave., N.W., Washington 5, D. C., include: A complete directory of Catholic colleges and schools in the U. S.; *A Declaration of Human Rights*; the 1946

(Continued on page 56A)

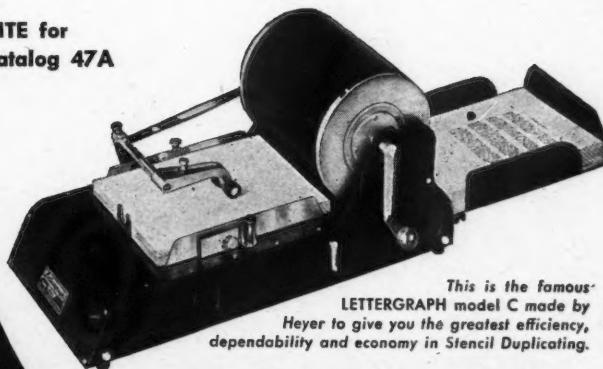
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"Your plans have always helped me greatly."—Lena Gossett, Logansport, Ind.

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New Books

(Continued from page 54A)

Christmas Message of Pope Pius XII; the *Encyclical Letter of Pope Pius XII on St. Benedict of Nursia*; *The Non-Sectarian Bus*, by Rev. W. E. McManus; the *Legal Aspects of Released Time*, by Vincent C. Allred; and *Family Catholic Action*, by the family life bureau of the N.C.W.C.

What Should We Think of the Brother's Vocation?

By Rev. Edward F. Garesché, S.J. Paper, 30 pp., 15 cents. The Vista Maria Press, 8 W. 17 St., New York 11, N. Y.

Father Garesché, as an educator, writer, and director of the Catholic Medical Mission Board

and founder of a community of Sisters to aid the medical missions, has had special opportunities to realize the modern need for many Brothers in the service of God and humanity. He has done an extremely useful service in presenting, in this booklet, the facts regarding the excellence and the desirability of the vocation to the religious life for men who have the inclination for religion and are not called to the priesthood.

An outstanding feature of this discussion is the insistence upon the essential difference between the priesthood and the religious life. It is pointed out that most of the ancient monks were not and did not desire to be priests. Another very important point is that Brothers are not inferior and ignorant persons. There is a special need for teaching and nursing Brothers. Many Sisters, for example, are teaching older boys and young men in high school because there are no Brothers available. And trained Brothers are needed to assist

the pastors of large parishes in managing boys clubs and other activities.

Scholars Examine Secularism

An interuniversity group of graduate students in Washington, D. C., has undertaken a monthly publication called *Georgetown Papers*. They propose to discuss the intellectual errors resulting from secularism. The first issue has a paper on "Secularism" by Dr. G. A. Briefs which tends to clarify some of the issues. Dr. Herbert Schwartz discusses "Contemplation and the Intellectual Apostolate," and Dr. Louis J. Mercier has an article entitled "The American Neo-Humanist Reaction Against Naturalism." For the second issue, the editors have announced a contribution from Dr. Rudolph Allers of the Catholic University.

The address of *Georgetown Papers* is Post Office Box 1906, Washington, D. C.

Government Bulletins

The following bulletins are available from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.:

837-2 *Employment Opportunities in Aviation Occupations*, 20 cents.

870 *Wholesale Prices, 1944*, 20 cents.

885 *Union Agreements in the Cotton-Textile Industry*, 20 cents.

887 *Employment and Earnings in the Philadelphia Knitted Outerwear Industry, 1944-45*, 5 cents.

881-1 *Labor Requirements for Construction Materials Part 1, Portland Cement*, 15 cents.

889 *Work Injuries in the U. S. During 1945*, 10 cents.

890 *Operations of Consumers' Co-operatives in 1945*, 10 cents.

892 *Employment Outlook for Business Machine Servicemen*, 15 cents.

894 *Activities of Credit Unions in 1945*, 5 cents.

Occupational Abstracts

Pamphlets published by Occupational Index, Inc., New York University, New York 3, N. Y. Each 25 cents.

Recent releases include: *Practical Nursing*, *Beauty Culture*, *Machinist*, *Bricklayer*, *Pharmacist*, *Blacksmith*, *Air-Conditioning Service*.

Vocational Guidance Manuals

A series of 13 books issued by Vocational Guidance Manuals, 228 Varick St., New York, N. Y.

A recent addition to the series, *Opportunities in Public Relations* (\$1.25), has been approved for use by boards of education in New York City, Baltimore, Providence, and Pittsburgh.

Broadcasting and Television

Radio Broadcasting and Television: An Annotated Bibliography is one of the recent publications of the H. W. Wilson Co., 950 University Ave., New York 52, N. Y.

Supervision

Second edition. By A. S. Barr, William H. Burton, and Leo J. Brueckner. Cloth, 879 pp., \$5. D. Appleton-Century Co., New York, N. Y.

This extensive treatment of the theory and procedures of supervision in elementary and secondary schools seeks "the development of democratic leadership in the improvement of learning." The work is particularly strong in restating the most widely used procedures in curriculum construction, the organization and conduct of supervisory programs, the betterment of the total setting for learning, the appraisal of pupil growth, the in-service improvement of teachers, the research approach to problems, and other very practical aspects of supervision. The Catholic educator will recognize the limitations in the philosophy underlying the book, but he will welcome the democratic participatory setting which is sought in all learning and teaching situations.

(Continued on page 59A)

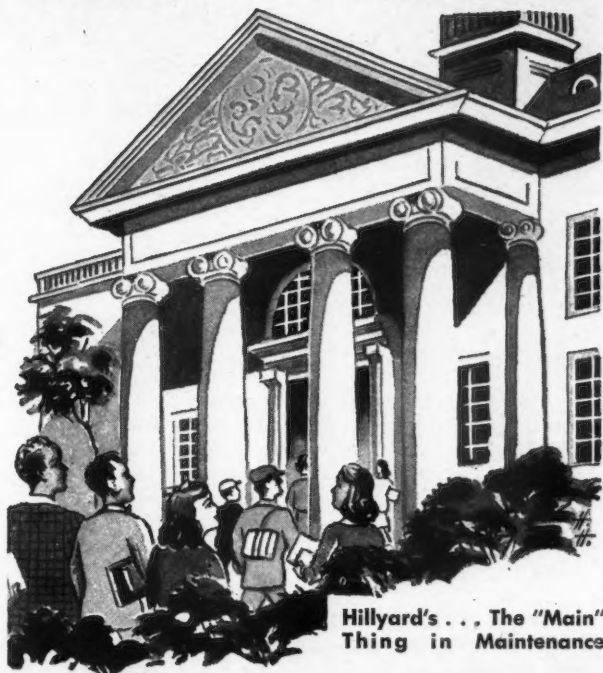
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New Books

(Continued from page 56A)

Growth and Learning in the Elementary School

By A. J. Huggett and C. V. Millard. Cloth, 414 pp., \$3. D. C. Heath and Co., Boston, Mass.

No longer is the teacher in the elementary schools merely a prescriber of tasks and a hearer of lessons; rather she is a co-ordinator of learning experiences. No longer does she teach "slices" of subject matter; instead she is now developing unit organizations covering several subject-matter fields. Thus it seems that teaching is moving from the idea of specialized subject goals to more generalized ones.

To enable teachers to understand more fully the objectives of the elementary schools, the authors have presented the results of research on problems related to method, instruction, and curriculum. In three parts, broken down into 15 chapters, the authors discuss: the structure and organization of elementary school practices, subject matter for growth and learning, and appraising and recording growth and learning.

College Organization and Administration

Edited by Roy J. Deferrari, Ph.D. Cloth, 403 pp., \$4.50. The Catholic University of America Press, Washington 17, D. C.

The 31 papers in the volume were read before the 1946 Workshop on College Organization and Administration and constituted the bases of the discussions in which the 95 administrators of Catholic colleges and hospital schools took part. The papers have a strong leaning toward the practical aspects of college management and may be said to reflect the best present-day experience.

General American Speech Sounds

By Grace Barnes. Cloth, 129 pp., \$1.80. D. C. Heath & Co., Boston, Mass.

This attractive book outlines the basic teaching information necessary for helping children and others with speech defects to use correctly the 45 basic speech sounds of the English language. The material evidently has been used widely in typical school situations.

Prognostic Test of Mechanical Abilities

Form A. Devised by J. Wayne Wrightstone and Charles E. O'Toole. Paper, 8 pp. California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif.

A test of mechanical abilities, devised for use with pupils of grades 7 to 12, containing exercises of varied difficulty. The test is based upon an analysis of various courses of study and job analyses in mechanical and related occupations. It provides a profile of abilities common to many occupations such as aviation mechanics, automobile mechanics, building trades, electrical installation, boat building, and other maritime occupations, art-metal work, foundry work, and similar trades.

Progressive Tests in Social and Related Sciences

Devised by Georgia Sachs Adams and John A. Sexson. Paper, 16 pp. California Test Bureau, 5916 Hollywood Blvd., Los Angeles 28, Calif.

These tests have been designed to meet a definite need for a battery of content or subject-matter tests in harmony with the modern school curriculum. The tests provide a sampling of common learnings, suggest part-scores which are of value in studying individual, class, and school needs, and include questions for testing the understanding of relationships and processes, and for indicating the current emphasis on the life of different cultures and periods in history.

Catholic Library Practice

Edited by Brother David Martin, C.S.C. Paper,

251 pp. University of Portland Press, Portland 3, Oregon.

While the editor modestly states that the book is limited to those aspects of library organization and management which have a Catholic implication and which will contribute to a better Catholic life and culture, the 20 papers, written by 20 leaders in library and bibliographical activities, discuss rather completely the principles and practices of professional library service and education. Much space is of necessity given to school and college libraries and to the library schools. Only two of the papers discuss the problems and possible services of libraries for adult lay readers, and one article reviews recent commercial publishing in the United States.

Magazines for School Libraries

By Laura Katherine Martin. Cloth, 202 pp., \$1.90. The H. W. Wilson Co., New York, N. Y.

This is distinctly a tool for the school librarian. It provides from the general point of view a discussion of the problem of selecting magazines which have instructional value. The librarian of a Catholic high school will question the advisability of including in his or her order list a number of the magazines which have a doubtful underlying philosophy.

Foundations of the Reading Program

By Emmett A. Betts. Paper, 13 pp., 35 cents. Division of Research and Publications, Temple University, Philadelphia 22, Pa.

A report on reading and reading retardation, with an analysis of reading problems, and suggested means for remedial and corrective-reading instruction.

A Select Bibliography of the Catholic History of the Catholic Church in the United States

By John Tracy Ellis. Paper, 96 pp. The Declan X. McMullen Company, New York, N. Y.

(Continued on page 60A)

How Many Gym Seats Will You Need in '48?



School gymnasium attendance crowds are increasing tremendously. Your today's seating facilities will probably prove totally inadequate in '48. The reason? Gymnasiums everywhere are fast becoming the theatres for communities' activities.

Better start planning now for your future seating needs. You don't have to guess. A nation-

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New Books

(Continued from page 59A)

This fairly inclusive bibliography takes up (1) guides, (2) general works, (3) the Colonial period, (4) the period from the Revolution to 1866, (5) the later period. Special sections are devoted to periodicals, to the location and character of archival centers, and to a listing of American Catholic historical organizations. The material will be found extremely helpful to anyone interested in the general problems of Church history in the United States. A far more inclusive bibliography is needed if we are ever to develop scholarly works in such fields as the history of Catholic education in the United States, social work, the Religious Orders, etc.

Speech Correction: Principles and Methods

By C. Van Riper. Cloth, 470 pp. Prentice-Hall, Inc., New York, N. Y.

This book is a thorough revision of a book first issued in 1938. Addressing himself both to special teachers of children of stuttering, lisping, delayed speech, and other disorders, and to general teachers who desire to help the occasional unfortunate child who does not have access to a special class, the author has tried to give specific directions for diagnosing difficulties and to outline methods which have been used with success.

Business Principles and Management

By Bernard A. Shilt and W. Harmon Wilson. Cloth, 658 pp., \$1.96. South-Western Publishing Co., Cincinnati, Ohio.

Business Principles and Management, incorporated into the educational program of the United States Armed Forces Institute, organizes into a general course the operation, organization, management, and financing of business. The book is made practical (1) by emphasis on small busi-

ness, and (2) by presenting specific principles which can be applied to actual practice.

Instructors will find the motivation problem solved. Questions, problems, projects, and cases applying to each chapter insure the complete mastery of the subject matter.

Personal Business Law

By Robert O. Skar, Arnold E. Schneider, and Ben W. Palmer. Cloth, 648 pp., \$1.96. McGraw-Hill Book Co., New York, N. Y.

Here one can obtain a general knowledge of the law such as every citizen, and particularly the head of a family, should possess. The bulk of the work is devoted to such necessary topics as the nature of the law and legal remedies, contracts and their discharge, purchases, real property, negotiable instruments, interest, bailments, business organization, insurance and investments, and employer-employee relations. The last mentioned chapter is quite complete and reflects the latest principles of law which labor legislation and such developments as workmen's compensation, and similar socially valuable laws have developed.

The book is clearcut, exceedingly simple, and quite inclusive. In the final chapter, the basic morality of legal relations is discussed, perhaps too briefly and inconspicuously. The study helps and the illustrated examples are taken from recent legal situations handled by the courts and have a great practical value.

Trail Fires

Revised edition. By Walker, Bartels, and Marye. Paper, 232 pp., 76 cents. Harcourt, Brace and Co., New York, N. Y.

An English workbook for high school sophomores designed for use at an individual or at a class rate of progress. The material, divided into three parts, includes: Part I, a set of expression lessons to motivate creative writing; Part II, drills for establishing habits and skills of expression; and Part III, a series of graduated tests to measure the pupil's progress.

God's Ambassadors

By Helen M. D. Redpath, Bridgettine of Syon Abbey. Cloth, 216 pp., \$3. The Bruce Publishing Co., Milwaukee 1, Wis.

This is the first comprehensive English biography of St. Bridget of Sweden. Her experiences as wife, mother, and foundress of a religious order are carefully documented in this fluent narration of her life.

Better Reading and Study Habits

By Victor H. Kelley and Harry A. Greene. Paper, 80 pp., 52 cents. World Book Co., Yonkers-on-Hudson 5, N. Y.

A remedial workbook for secondary schools with guidance, instruction, and practice for improvement of fundamental reading and study habits.

The Sorrow of God

By Gerald Vann, O.P. A 16-page paper read to the Aquinas Society of London Sept. 28, 1946. 30 cents. The Newman Bookshop, Westminster, Md.

Bertha Baumann

The subtitle of this 76-page booklet is *The Little Guardian Angel of the Priest's Saturday Devotion*. Adapted from the original of Rev. Willibrord Menke, S.D.S., by Rev. Winfrid Herbst, S.D.S. The Salvatorian Fathers, St. Nazianz, Wis.

This is the story of little Bertl Baumann, who died on Candlemas Day, 1935, as the sacrificial flower of Priest's Saturday. Also contains information for those who wish to practice the Priest's Saturday devotion.

Priest's Saturday

From original sources, by Rev. Winfrid Herbst, S.D.S. Pamphlet, 24 pp., 5 cents. The Salvatorian Fathers, St. Nazianz, Wis. An explanation of a timely practice for the sanctification of priests and candidates for the priesthood.

(Concluded on page 63A)

New Books

(Concluded from page 60A)

Priest's Saturday (Folder)

Contains explanation and prayers for the observance of this "apostolate to the apostles." 20 cents per 100. The Salvatorian Fathers, St. Nazianz, Wis.

Visits to Jesus and Mary

By Rev. William Raemers, C.S.S.R. Pamphlet, 84 pp. Catechetical Guild, 128 E. 10th St., St. Paul 1, Minn. Meditations and prayers for each day of the month.

Training High School Youth for Employment

By C. E. Rakestraw. Cloth, 217 pp., \$3.50. American Technical Society, Chicago 37, Ill.

Sixty per cent of our students of secondary school age are not receiving adequate training to prepare them for life occupations! While it is true that of the remaining forty per cent, one half go on to college and the other half are sufficiently prepared for wage-earning occupations, yet the fact remains that we are neglecting the majority of the students. Is there a solution?

Yes, states Mr. Rakestraw, consultant of employee-employer relations, U. S. Office of Education. The solution lies in the introduction, into our high schools, of a Co-operative Diversified Occupations Program, set up to include a half day of employment and a half day of studies in a related field throughout the junior and senior year. A sum total of 2000 hours of training and related study is provided in this program which can be organized in both large and small communities. This program, together with the guiding principles, the essential factors, minimum standards, educational philosophy, and a plan of organization, is explained in nine intelligently presented chapters. All vocational and academic educators who wish to provide adequate training for the youth of today may profitably study the opportunities of this plan.

Let's Teach Driving

Paper, 133 pp., 50 cents. National Commission on Safety Education, Washington 6, D. C.

This "administrative guidebook" recommends procedures for establishing courses suited to local conditions and needs.

How to Find and Apply for a Job

By R. G. Walters. Paper, 84 pp., 60 cents. South-Western Publishing Co., Cincinnati 2, Ohio.

This well balanced manual emphasizes self-evaluation as fundamental to the mechanics of finding a job and holding it.

Thomas Alva Edison

By H. Gordon Garbedian. Cloth, 231 pp., \$2.50. Julian Messner, Inc., New York, N. Y.

This biography, written in the enthusiastic style which appeals to adolescents, emphasizes the successes and failures of the phonograph, the motion picture projector, the incandescent electric lamp, the electric car.

John of America

By Loring Mackaye. Cloth, 245 pp., \$2.50. Longmans Green & Co., New York 3, N. Y.

This story of a seventeenth-century boy who was driven out of an English village by the witch hunting town's people is exciting and based on sufficient historic situations to make it attractive to young people. Ignorance and greed made the boy's ocean voyage as an indentured servant a nightmare; he did backbreaking work in clearing the Virginia acres of his well-meaning master. How he was charged with being a wizard and cleared by the testimony of John Washington, first American of that famous family, brings the story to a fine climax and helps the lad identify his ancestry.

Milo's New World

By Betty Morgan Bowen. Cloth, 180 pp., \$2.25. Longmans, Green and Co., New York, N. Y.

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This is a story of little European refugees who came to the United States during the war as guests of our country, and their adventures with kittens, puppies, baseball, and ice skating.

Phonic Fun Workbooks

By G. N. Edwards and others. Book I, paper, 96 pp. Book II, paper, 70 pp. J. M. Dent and Sons, Ltd., Toronto, Canada.

Book I contains the phonic elements which should be presented during the first grade. Book II makes use of crossword puzzles, riddles, and stories to supply effective exercises.

Gifts of Other Lands and Times

By Mary G. Kelty and Sister Blanche Marie.

Cloth, 433 pp., \$1.32. Ginn and Company, Boston, Mass.

A Catholic history for the middle grades describing man's progress from the Stone Age to the beginning of modern times.

The Bad Little Duck Hunter

By Margaret Wise Brown. Boards, 40 pp., \$1.50. Wm. R. Scott, Inc., New York, N. Y.

A picture storybook of a duck hunter, for the 3 to 7-year-old group.

Hurry Hurry

By Edith Thacher Hurd. Boards, 48 pp., \$1.35. Wm. R. Scott, Inc., New York, N. Y.

A story of a hurrier for children 4-8.



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RECORDIO PLAYERS

A new midget mike is a feature of Recordio consoles and table models. The new microphone is so compact that it fits into the palm of the hand. It has a diaphragm type crystal unit in a die-cast housing. This convenient device will tend to eliminate "mike fright," a common affliction of amateur recordists.

The Manhattan is the latest in Recordio models. It is a small console for the home, equipped with automatic record changer, recorder, and microphone.

Wilcox-Gay Corporation, Charlotte, Mich.
For brief reference use CSJ—910.

MR. SHIELDS' "PRICELESS CARGO"

J. H. Shields, executive vice-president of Superior Coach Corp., is the current winner of the National Safety Council's award for the production of the best traffic-safety film of the year, "Priceless Cargo." Distributors of Superior All-Steel Safety School Coaches in the United States and Canada, at their recent conference in Lima, Ohio, gave further recognition to Shield's achievement when their spokesman, M. C. Murrell, Oklahoma City distributor, presented to Shields the plaque shown in the accompanying picture.

NEW DIXON PENCIL POINTER

Joseph Dixon Crucible Co. is offering against limited quotas for delivery during the next three

months, a pencil sharpener, manufactured by Rite-Rite Mfg. Co. It has a streamlined design and exceptionally hard cutters. The metal parts are cast and machined, and the transparent plastic receptacle requires very little attention.

Joseph Dixon Crucible Co., Jersey City 3, N. J.

For brief reference use CSJ—911.

NEW STYLE CRAYON

"Kantroll" is the remedy for the annoying tendency of crayons to roll off the desk. Kantroll Crayons are made in Prang-Kindograph quality, a semi-pressed crayon—a large stick for small hands and also in the standard size called Junior Kantroll. They have one flat side which prevents rolling.



To Mr. Shields from his co-workers.

The American Crayon Co., Sandusky, Ohio.
For brief reference use CSJ—913.

PRICES OF PROJECTION SCREENS

The Da-Lite Screen Co., says that prices on most of its projection screens will remain the same or less than they were ten years ago, despite increased costs of labor and material. This miracle was accomplished by streamlining production and the investment of a quarter million dollars in new machinery.

Da-Lite Screen Co., Inc., 2723 North Pulaski St., Chicago 39, Ill.

For brief reference use CSJ—914.

FILM RENTAL SERVICE

Encyclopedia Britannica Films, Inc., has announced a nationwide rental program for sound films. Preview libraries are located in five cities: 20 N. Wacker Drive, Chicago 6, Ill.; 712 N. Haskell St., Dallas 1, Tex.; 30 Huntington Ave., Boston 16, Mass.; 1640 E. Mountain St., Pasadena 7, Calif.; and 450 W. 56 St., New York 19, N. Y. This rental program will be helpful to small schools which do not have sufficient funds for a large-scale audio-visual-aids program.

Encyclopaedia Britannica Films, Inc., 20 N. Wacker Drive, Chicago 6, Ill.

For brief reference use CSJ—915.

NEW CLEANING COMPOUND

"Whiz-O-Shine" is a new concentrated liquid cleaner containing pure vegetable oils. It is said to be ideal for cleaning marble, terrazzo, tile, rubber, linoleum, and asphalt floors, and is suitable for painted woodwork. A cupful makes a bucketful. The new product completes the Hollingshead line of housekeeping chemicals.

R. M. Hollingshead Corp., Camden, N. J.
For brief reference use CSJ—916.

(Continued on page 66A)



Some art mediums, such as oil, are difficult to use. They are a challenge, and true satisfaction must wait upon accomplishment. But Artista Tempera flows so smoothly and evenly, colors so brilliantly, and dries to such a velvety finish that it stimulates creative expression to an unusually high degree. For that reason it is ideal for beginners, capturing and holding the interest as no other medium can do. Even for advanced students and professional artists, interest never lags. For them infinite variety is achieved through changing brush techniques, such as using free-arm strokes with a loaded brush, exercising medium pressure for narrow lines, dabbing with the side of the brush or with the hand, and by using square tipped and flat tipped brushes. Artista Tempera is available in 26 colors including gold and silver, in various size jars and in sets.

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New Supplies

(Continued from page 64A)

WINKLER HEATING EQUIPMENT

Three oil burners have been added to the Winkler heating equipment. They are a Winkler oil-burning space heater with both direct radiation and orthodox hot-air circulation and Winkler high and low pressure conversion types of oil burners. All three are approved by Underwriters Laboratories. The latter two burners may be installed in any home heating plant.

U. S. Machine Corporation, Lebanon, Ind.
For brief reference use CSJ—917.

DE VRY EXPANDS

The overwhelming demand for DeVry motion-picture equipment from schools, churches, hospitals, industry, theaters, and other organizations has necessitated practically doubling the capacity of the DeVry Corp. at 1111 Armitage Ave., Chicago 14, Ill.

NEW CATALOG OF DUPLICATORS AND SUPPLIES

Latest price information and complete listings for the Heyer line of duplicators and supplies for all duplicators are incorporated in a new catalog just off the press. The catalog has been carefully organized to provide quick and easy reference to every product manufactured by Heyer. Items are clearly illustrated and followed by concise, accurate descriptions. "Standard Heading" listing for stencils is a new feature to aid buyers, clerks, and customers select the proper stencils for almost every machine now on the market. Ask for Catalog 47-A.

The Heyer Corporation, 1850 South Kostner Avenue, Chicago 23, Ill.

For brief reference use CSJ—918.

LIGHT RCA "400" PROJECTOR

RCA has just put out a 16mm. sound, motion-picture projector radically new in design, with new operational features and lighter than any previous standard-size 16mm. sound projector. The new RCA "400" weighs only 39 pounds, and the overall size has been reduced materially by a new "L" shaped amplifier mounting. Two models are available—one both silent and sound, the other sound only.

The RCA "400" uses a 1000-watt lamp with a cooling system that needs no adjustment and pos-

sesses professional operation features which one is surprised to find on a small projector. Special attention has been given to accuracy of sound reproduction in the "400" speaker.

Radio Corporation of America, RCA Victor Division, Camden, N. J.
For brief reference use CSJ—919.

THE VICTOR "LITE-WEIGHT"

Something new in the motion-picture field is the Victor "Lite-Weight" portable sound projector, which is being introduced in September to school-rooms, homes, clubs, business offices, and other places where portability and economy must be combined with efficiency. The "Lite-Weight" is 52 per cent lighter and 69 per cent smaller, yet retains most of the well-known features of other Victor 16mm. equipment. In announcing the new 33-pound projector the manufacturers suggest that it will make possible the ideal situation of a sound projector in every classroom.

Victor Animatograph Corporation (a division of Curtiss-Wright Corp.), Davenport, Iowa.
For brief reference use CSJ—920.

BELL & HOWELL BOOKLET

"Teaching Eternal Truths" is the title of a new booklet designed to guide users of motion pictures in teaching religion. You can get a copy from Bell & Howell Co., 7100 McCormick Road, Chicago 45, Ill.

CRAYON CONTEST

Nine children, representing kindergarten to eighth grade, each received \$500 in government bonds as first prize in the Milton Bradley "America the Beautiful" crayon art contest. The winners were picked by the art editors of five magazines. Dennis Cotter, 5, of Chelsea, Mass., won the kindergarten contest with his picture of a group of children. Judith Chadwick of Boise, Idaho, was first in first grade with a woman attired in a flowered dress. John Gaddis, 8, of Louisville, Ky.,

(Continued on page 69A)



The New Victor "Lite-Weight" is 52% lighter and 69% smaller.

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New Supplies

(Continued from page 66A)

second grade, depicted a basketball game. Sherry Puckin of State College, Pa., third grade, drew four kittens. Edna Howard, Louisville, Ky., fourth grade, showed three tigers performing at a circus, and a variety of expressions on the faces of spectators. David Hughes, Hazelton, Pa., 10, got the fifth-grade prize with an accurate picture of an amusement park — airplane ride, roller coaster, and miniature railroad. Harriett Schmalz, Marlin, Tex., was sixth-grade winner with an expressive portrait of a schoolgirl. Betty Ann Musgrave, Wheeling, W. Va., seventh grade, showed cotton pickers at work. Diana Klotz, Henderson, Tex., eighth grade, produced a remarkably realistic sketch of four football players watching the game from the bench.

The pictures were exhibited during July at various colleges and museums, and are scheduled for permanent display at the general offices of *The Milton Bradley Co.*, at Springfield, Mass., where the Hall of Fame display is open to the public.

MISS FALCO RETIRES

Miss Marie C. Falco has retired from the office of art and advertising director of the Binney and Smith Co. of New York City. A pioneer advocate of the well-known Crayola wax crayons and of better art education in schools, she inaugurated the Binney and Smith national school-art, prize contests. She conducted a service for school art teachers and edited the *Drawing Teacher* for many years.

RCA EXHIBITION HALL

A new showplace in New York City is the RCA Exhibition Hall at 36 West 49 St. Here are found models of modern electronics — radio, television, radar, global communications, electronic

equipment, and home instruments. Included are representations of the history of radio. And the visitor can even look into a modern electron microscope.

A CATHOLIC PRODUCTION AND RELEASING FILM COMPANY

Loyola Films is a new production and releasing company for 16mm. sound Catholic teaching films, under the auspices of alumni of Loyola University in Los Angeles. Loyola Films announces for September release 15 biblical two and three reel subjects.

Rev. Lorenzo Malone, S.J., vice-president of Loyola University, was production supervisor of these films. The Jesuit Fathers are preparing teaching guides for each of the films.

In early fall, the Loyola teaching films will be available for rental from 16mm. libraries in Catholic universities and most independent 16mm. libraries in the U. S. and Canada.

Loyola Films, 80th and Loyola Blvd., Los Angeles 45, Calif.

For brief mention use CSJ-921.

NEW FILMS

The Duties of a Secretary

16 mm., sound motion picture, black and white, 30 minutes. \$52.50, rental \$5. Business Education Visual Aids, 104 West 61 St., New York 23, N. Y.

This is the first production of National Educational Films, Inc., a new production company organized by men experienced in the Navy Training Film Branch.

The Duties of a Secretary has received high praise from educational authorities for its effective portrayal of the varied and important jobs performed daily by a secretary and the principles governing their proper discharge. Points portrayed include proper dress, the respect of business confidence, dictation etiquette, handling mail, filing, keeping appointments, scheduling the employer's time, telephone technique, and the tactful handling of callers.

Story Slide Films (Young America)

Young America Films, Inc., 18 E. 41 St., New York 17, N. Y., has released the first 12 titles of its story slide films for primary grades. They are:

Set No. 1: Hansel and Gretel, The Lion and the Mouse, The Little Red Hen, The Cat Who Lost His Tail, Little Black Sambo, and Rumpelstiltskin.

Set No. 2: Cinderella, The Three Bears, The Three Little Pigs, The Boy Who Went to the North Wind, The Four Musicians, and the Dog and the Cat.

Instructional Films (Coronet)

The following 13 films, one reel in black and white or color are recent releases of *Coronet Instructional Films*, Coronet Bldg., Chicago 1, Ill.

Are You Popular? — teen-age problems; Global Concept in Maps — high school; Measurement — mathematics for junior high school; Our Common Fuels — elementary and junior high school; Life in a Drop of Water — general science, elementary and junior high school; Matter and Energy — beginning science at any level; Properties of Water — junior and senior high school; Springboard Techniques — diving, all ages; The American Square Dance — various ages; Social Dancing — various ages; Sharing Economic Risks — insurance, junior and senior high school; Political Parties — all levels; What is Money? — all levels.

Accounting (Remington Rand)

"Saving With SUIAP," a color film recently released by *Remington Rand, Inc.*, may be borrowed through any office of the firm. It depicts the Simplified Unit Invoice Accounting Plan that speeds and facilitates receivable procedures.

Atomic Energy (Film Publishers)

"One World or None" is an animated drawing film produced by *Film Publishers, Inc.*, 25 Broad St., New York 4, N. Y. It depicts the tremendous possibilities of atomic energy.

(Continued on page 73A)



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New Supplies

(Continued from page 69A)

New Britannica Films

Among the new films of *Encyclopedia Britannica Films, Inc.*, 20 N. Wacker Drive, Chicago 6, Ill., are:

Fire—uses and abuses for middle primary grades, Mailman—postal system, Immigration, Making Shoes, Hitting in Baseball, Throwing in Baseball, Catching in Baseball, Water Cycle, Petroleum, Atomic Energy, Building America's Houses, Ball Handling in Basketball, Shooting in Basketball.

Folk Dances (DeVry)

"Norwegian Folk Dances," a new sound color film, was released recently by DeVry Corporation, 1111 Armitage Ave., Chicago 14, Ill.

Oil and Writing (Jam Handy)

The Jam Handy Organization, 1775 Broadway, New York, N. Y., has produced the following free films for commercial sponsors:

"The Story of Oil," sponsored by Coca-Cola and petroleum companies, shows, in picture and sound, the whole history of petroleum and its uses. See the local Coca-Cola bottler or write to the National Sales Division, The Coca-Cola Co., 515 Madison Ave., New York 22, N. Y.

"The 26 Old Characters" visualizes and explains the origins of writing from prehistoric to modern times. It is sponsored by the W. A. Shaeffer Pen Co., and may be obtained from The Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Mich.

The Phantom (Princeton)

"The Phantom" is a sound film in color, sponsored by the McDonnell Aircraft Corporation of St. Louis, Mo. It may be obtained by paying transportation charges. Write to the producer, The Princeton Film Center, Princeton, N. J. The subject of the film is the new twin jet propelled navy fighter named The Phantom.

Call of the Wild (Fox)

"Call of the Wild," Jack London's story of Alaska, has been filmed and released for school use by Twentieth Century-Fox. You can get it from Films Incorporated, 330 W. 42 St., New York, N. Y.

Cartoon Films (Simmel)

"The Field Trip" and "Schoolground Discoverer" are two cartoon visualizations to motivate student thinking. They are produced by Simmel-Meservey, 321 S. Beverly Drive, Beverly Hills, Calif.

Chippewa Indian (Simmel)

Another late production of Simmel-Meservey, 321 S. Beverly Drive, Beverly Hills, Calif., is the "The Modern Chippewa Indian," filmed on the Indian reservation at Red Lake, Minn. It shows the living and working habits of the Chippewa and his contribution to our natural, social, and economic welfare.

(Concluded on page 74A)

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New Supplies

(Concluded from page 73A)

Musical Films (Official)

A wide range of musical classics is covered in a new series by *Official Films, Inc.*, 25 W. 45 St., New York 19, N. Y. They include "Ave Maria," sung by Elaine Malbin; "Rosary" by Elaine Malbin; "Habenera," by Elaine Malbin; "Eli-Eli," by Norman Young; and "The Lord's Prayer," by Norman Young. There is also a special film entitled "Stephen Foster Melodies."

International Relations Films

Two 16mm., sound, "John Bull's Own Island," surveys Britain's outlook in the postwar era. A 35mm. silent slide film of the same is available. "Operations Underground." How the French underground helped the Allies. *Film Publishers, 25 Broad St., New York 4, N. Y.*

A Correction

One of the evaluations in these columns in the issue of June, 1947, erroneously gives the same address for two film publishers, namely, the Catholic Visual Aid Service and the Society of Visual Education, Inc.

The address of the Catholic Visual Aid Service is 6420 North Newgard St., Chicago 26, Ill., attention of C. G. Voleker.

The address of the Society for Visual Education, Inc., is 100 East Ohio St., Chicago 11, Ill.

The Society for Visual Education, Inc., calls attention to its catalog entitled "Library of Kodachromes and Slidefilms for Use in Catholic Education." One of the features announced in this catalog is the "Visual Catechism" film strip series, prepared by Rev. Dr. Leo J. McCormick, superintendent of schools of the Archdiocese of Baltimore and Washington, and Rev. Dr. Joseph B. Collins, professor of catechetics at the Catholic University of America and director of the national center of the Confraternity of Christian Doctrine.

KNOW YOUR RELIGION

"If God is not known and if His law is not observed, how can one wonder if history records one catastrophe after another?" These are the words of Pope Pius XII, speaking over the air to Barcelona, Spain, on the occasion of its Catechetical Congress in 1946. The Holy Father emphasized two facts which must be uppermost in the mind of every parent and teacher. First, that ignorance of religion is the foremost cause of the world's evils today. Second, the necessity of looking upon the Catechism as an essential handbook of religious knowledge. The subject of the Catechism is dear to the Pontiff's heart. "Love your Catechism," he once told a group of Catholic mothers, "and teach your children to love it; it is the great handbook of love and fear of God, of Christian wisdom and of eternal life."

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